DOCUMENT RESUME

ED 088 541 JC 740 095

AUTHOR	McGuffey, C. W.; And Others
TITLE	Educational Planning for the Future Development of Pasco-Hernando Community College.
INSTITUTION	Educational Consultants, Inc., Athens, Ga.
SPONS AGENCY	Pasco-Hernando Community Coll., Dade City, Fla.
PUB DATE	73
NOTE	179p.
EDRS PRICE	MF-$0.75 HC-$9.00
DESCRIPTORS	*College Planning; *Community Colleges; *Curriculum Development; Educational Finance; Educational Planning; *Enrollment Projections; *Governance; Post Secondary Education; Program Development; Student Personnel Services; Technical Reports
IDENTIFIERS	Pasco Hernando Community College

ABSTRACT

The purpose of this study was to develop a long-range educational plan for the future development and expansion of the current program and facilities of Pasco-Hernando Community College. An analysis has been made of available data and related information as a basis for the preparation of a generalized plan to guide the future development of the college. This report includes information about the county areas, provides estimates of the enrollment potential of the college, projects the scope of the instructional program and its supporting services, discusses guidelines for the development of the organization and administration of the college, provides an estimate of future financial needs, and projects future site requirements and space needs for specific developmental phases of the college for the long-range future. (Author)

ED 088541

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EDUCATIONAL PLANNING
FOR
THE FUTURE DEVELOPMENT OF
PASCO-HERNANDO COMMUNITY COLLEGE

Prepared for
The Board of Trustees
Pasco-Hernando Community College

JC 740 095

By
The Study Staff

Study Director: Dr. C. W. McGuffey

Consultants: Mr. Kenneth Bothwell
Dr. Bill Feltner
Dr. William Scaggs
Mr. Marshall Tribble
Dr. Curtis Ulmer
Dr. Reese Wells
Dr. J. A. Williams

Educational Consultants, Inc.
Athens, Georgia
1973

EDUCATIONAL CONSULTANTS, INC.
P. O. BOX 186
ATHENS, GEORGIA 30601

May 31, 1973

Dr. Milton O. Jones, President
Pasco-Hernando Community College
Dade City, Florida

Dear Dr. Jones:

Transmitted herewith is the report of the long range educational planning study requested by your Board of Trustees. The report presents our analysis of statistical and related information regarding geographic and economic characteristics of the two-county area, the population of the two counties, enrollment projections, proposed programs and services of the college, a projected multi-unit organization plan, projected facilities needs and financial estimates for the future development of the college.

You and your staff should analyze the contents of this report carefully. From its contents, you should be able to prepare a long range plan for the future development of your college.

It has been a privilege to perform this service for your Board of Trustees. We sincerely appreciate the cooperation and assistance provided by you, your faculty and staff and various members of the community who gave freely of their time and assistance.

Sincerely yours,

C. W. McGuffey
President

C. W. McGUFFEY, D. ED.
PRESIDENT

K. S. YON, JR.
SECRETARY-TREASURER

TABLE OF CONTENTS

		Page
Letter of Transmittal		ii
Table of Contents		iii
Chapter		
I.	Introduction	1.1
II.	Selected Community Factors	2.1
III.	The Enrollment Potential	3.1
IV.	Curriculum and Instruction Program	4.1
V.	Governance, Organization and Administration	5.1
VI.	Program of Student Services	6.1
VII.	Financing College Operations	7.1
VIII.	Projections and Guidelines for Facilities Development	8.1
IX.	Summary	9.1

I

INTRODUCTION

The purpose of this study was to develop a long range educational plan for the future development and expansion of the current program and facilities of Pasco-Hernando Community College. An analysis has been made of available data and related information as a basis for the preparation of a generalized plan to guide the future development of the college.

This Report includes information about the county area, provides estimates of the enrollment potential of the college, projects the scope of the instructional program and its supporting services, discusses guidelines for the development of the organization and administration of the college, provides an estimate of future financial needs, projects future site requirements and space needs for specific developmental phases of the college for the long range future.

ROLE OF THE COMMUNITY COLLEGE

The community college is an institution that is uniquely American. It is oriented to the community it serves, and provides educational opportunities to the broad and diverse groups of youth and adults who are peculiar to the locale in which the college is located. The specific types of programs and the nature of those programs emerge from the socio-economic milieu of the community and the interests and needs of the people the college purports to serve.

Pasco-Hernando Community College was formed in 1972. Its main thrust was to provide youth and adults in Pasco and Hernando Counties a unique experience in education. The college leadership committed itself to serve the entire district with a

comprehensive educational program of high quality.

The role of the college has been carefully stated by the Board of Trustees. The statement of philosophy and objectives adopted by the Board of Trustees on March 20, 1972, is quoted as follows:

> Statement of Philosophy. The Pasco-Hernando Community College is a comprehensive community college established to provide for the educational needs of youth and adults within the district of Pasco and Hernando Counties. Accordingly, the college provides opportunities for academic, personal and cultural enrichment, for the advancement of skills, for better understanding of mankind and the natural world, and for the development of those values necessary to become more responsible citizens in an ever-changing society.
>
> Statement of Objectives. (1) A college transfer program to prepare the individual to continue his education beyond the community college level. (2) A vocational-technical program to prepare the individual for employment. (3) A developmental program to provide the individual with opportunities to improve basic skills. (4) A continuing education program to provide opportunity for the individual to further his general education. (5) A community service program to provide the individual with the opportunity for cultural enrichment, and personal development. (6) A counseling and guidance program to assist the individual to make realistic decisions about himself and his academic and career goals.

To further delineate the role and function of the college, the Board of Trustees passed the following resolution of commitment:

> Resolved, that the District Board of Trustees, Pasco-Hernando Community College, is committed to serving the entire district with a comprehensive educational program of high quality, emphasizing college parallel programs, vocational-technical opportunities and community-service courses.
>
> Further Resolved, that we visualize a district-wide campus with every corner of the district being served as courses are taken wherever they are needed.

SOME GUIDING PRINCIPLES

A number of selected guidelines have

served as the basic conceptual frame of reference for conducting this Study. These guidelines were derived from the statements of the Board of Trustees, legislation pertaining to junior colleges in Florida and expectations of the role of the community college in American education.

1. The community college is a community institution with goals and functions which emerge from its social, political and economic environment.
2. The community college is a comprehensive institution developed to provide a broad range of programs and services for the people it purports to serve.
3. The student is the principal concern of the community college, and priority must be given to those educational activities which will maximize the probability that the educational potential of each student will be achieved.
4. The major functions of the college are to provide college transfer programs, vocational and technical programs, a developmental program, community services and guidance and counseling services.
5. All supporting services should be planned and coordinated to maximize the effectiveness of the major functions of the college.
6. To most effectively fulfill its role, the college must provide appropriate programs and services in close physical proximity to the youth and adults it purports to serve.

GENERAL PROCEDURES USED

This Study was prepared during a period of several months utilizing available data and information on population characteristics, economic factors, enrollment potential, current programs and operating practices of the college. The Study Staff has utilized currently

acceptable standards and practices and has made projections of possible futures in the preparation of guidelines, suggested practices and recommended procedures for the future development of the college.

Data and information were sought and used from a variety of sources. These include the following:

1. Pasco County School District
2. Hernando County School District
3. Pasco County Planning Commission
4. Pasco-Hernando Community College
5. Florida State Department of Education
6. Zephyrhills Chamber of Commerce
7. Brooksville-Hernando County Chamber of Commerce
8. Tampa Bay Regional Planning Commission
9. Bureau of Census Reports, 1970, for Pasco and Hernando Counties
10. Newspaper reports
11. Special studies and reports such as Pasco-Hernando Community College Survey, Survey of School Plants for Pasco County Schools.
12. State and local studies of other community colleges.

Population projections were made utilizing a special prediction model after testing several techniques and comparing results with other projections. The model is explained in Chapter II.

High school enrollment and graduate projections were made utilizing births, school enrollments, and high school graduate data from the two county areas. Detailed procedures are explained in Chapter III. Least squares prediction and cohort survival techniques were used to project high school graduates. A special prediction model was used to estimate community college enrollments.

A special prediction model was used to estimate space requirements for the anticipated developmental phases of the college. This model is explained in Chapter VIII.

Widely accepted criteria were applied and used in assessing the need and location

of community college centers to serve the enrollment potential of the area.

LIMITATIONS

The projections of population, enrollment potential and space requirements are intended to be used as guides to decision-making about the future development of the college. No human mind has the key to the future. The very best techniques for assessing the future provide indications of possible trends and can assist decision makers with the development of goals and targets for long range planning. If the projections in this study are used wisely, a most useful purpose can be served.

The future of Pasco-Hernando Community College can and must be controlled and shaped by the college leadership rather than by unforeseen events. The use of this report with continuous updating and recycling of relevant data should provide the leadership with the means to foresee and control major future decisions about the development of the college.

II

SELECTED COMMUNITY FACTORS

The purpose of this chapter is to examine those geographical, social and economic characteristics of Pasco and Hernando Counties, Florida, which are relevant to the development of Pasco-Hernando Community College.

Both counties are located on the West Coast of Florida, with Pasco immediately north of Hillsboro and Pinellas Counties and Hernando serving as Pasco's northern boundary. Pasco is bordered on the east by Sumter County.

Although this particular area has an agrarian past, it has experienced rapid growth within the past decade. Conditions augur well for continued growth in the future.

Pasco has average annual temperatures of 59 degrees in January and 81 degrees in August, with an average annual rainfall of 58.8 inches. The terrain is rolling and ranges from 80 feet to 190 feet above sea level.

Three major arterials link Pasco with its populous neighbor counties on the south. These are Highway 19, which extends north from Pinellas in to Pasco's coastal region, Highway 41, and Interstate 75, both of which provide access to and from Hillsborough County. It is also intersected by east-west Highway 52 which extends from Highway 19 into Dade City, the county seat.

Hernando borders Pasco on the north and is more remote from St. Petersburg and Tampa, but only by a few additional minutes drive. It is intersected by the same north-south routes as Pasco. Its major east-west route is Highway 50. The major city and seat of government is Brooksville.

Hernando enjoys the same climate as Pasco.

PASCO COUNTY

Pasco County experienced a steady growth in population during the four decades spanning 1920 to 1960 although, surprisingly, only moderate growth. Surprisingly, because of its ideal climate, beautiful coastline and proximity to the metropolitan centers of Tampa and St. Petersburg. During the decade from 1920-1930, the population increased by less than 2,000 people, from 8,802 to 10,574. The population increased by 300 persons per year during the 1930's and only by 350 persons per year during the '40's.

By 1960, the population had increased to 36,783, and the stage was set for a growth phenomenon that catapulted Pasco into the ranks of the fastest growing counties in the nation.

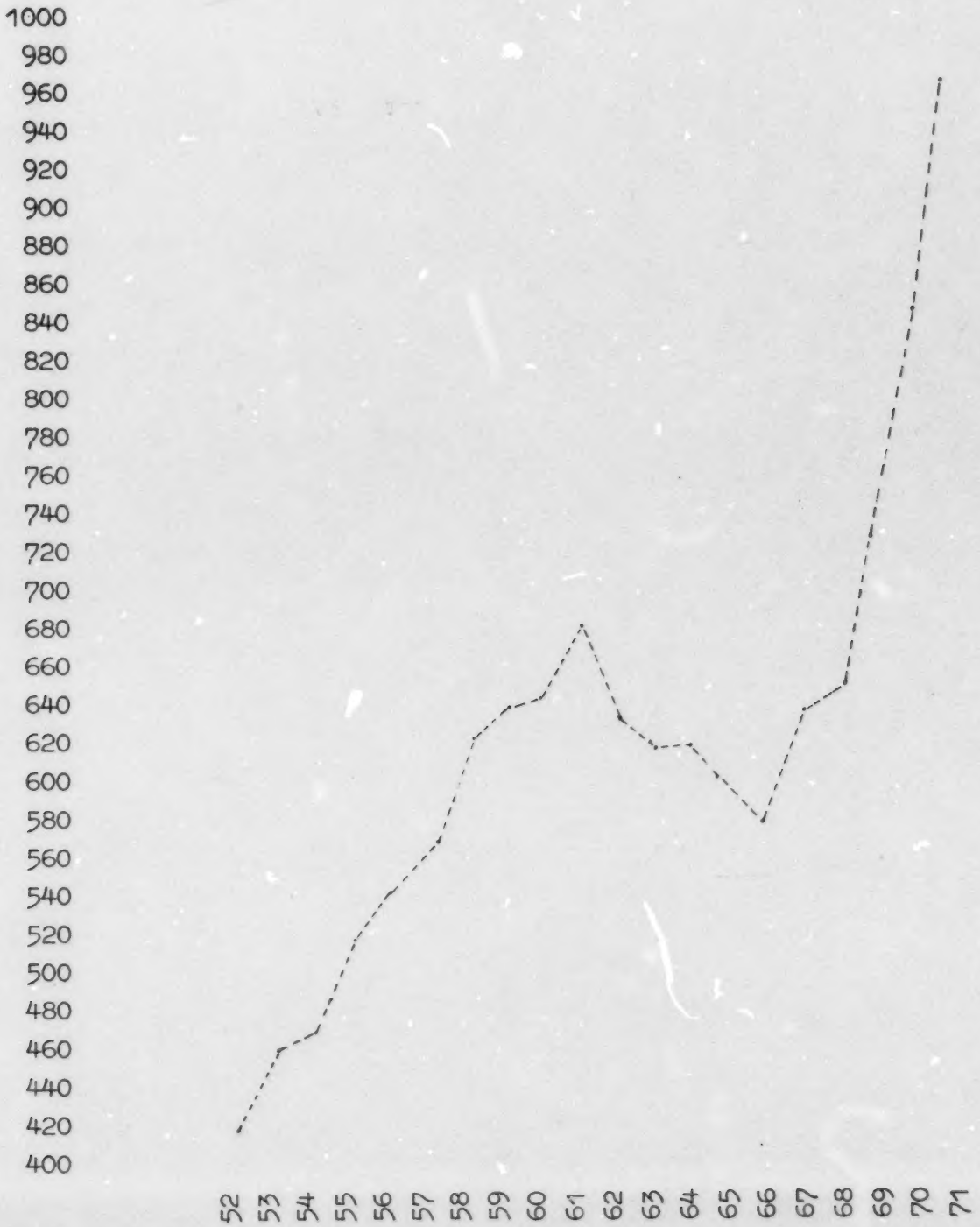
Most of the growth resulted from in-migration, not only from the neighboring counties of the south but also from more northern states which had less temperate climates to offer. Little of the growth can be attributed to birth rate. A total of 69.2 percent of Pasco residents were born elsewhere. Although the number of resident births doubled between 1950 and 1970, the figure was small compared with the overall population growth. The number of live births in 1950 was 428 and in 1970, 830. The last reported figure, for 1971, was 966. These are shown in Figure 2.1.

The in-migrants swarmed to Pasco's coastline like lemmings to the sea, causing a multi-million dollar boom in real estate development and untold headaches for those responsible for public and private utilities. As a result of this rapid development, 56 percent of the county's population was located on the western side of the county in an area covering apprcximately one-third of the county's 742 square miles, and the majority of these were located within the boundaries of two coastal townships.

As a result of the rapid influx in the coastal area, many communities had sprung up which were non-existent in the 1960 census. Notable among these were Beacon Squier, with 1917 inhabitants;

FIGURE 2.1

Pasco County
1952-1970
All Births



Buena Vista, 3,407; Colonial Hills, 2,193; Country Estates, 1,950; Forest Hills, 1,215; Gulf Harbors, 1,177; Holiday Gardens, 2,132; Holiday Hills, 1,657; Takitian Gardens, 1,286; Hudson, 2,278 and Jasmine Estates, 2,967. Most remained unincorporated.

Established municipalities experienced massive surges in population growth during the decade. The increase in the New Port Richey Division was 289.6 percent, and in the Port Richey Division, 208 percent. More moderate growth was experienced along the southern border of the county in communities which serve as bedroom communities for Tampa and St. Petersburg, including Land O'Lakes and Zephyrhills. Only nine percent of the population was enumerated in Pasco's sprawling Central Division and 35 percent in the East Division, which included Dady City, Lacoochee and Zephyrhills. The percentage gain for the central division was 77.8.

Census divisions in east Pasco remained fairly stable during the decade. The Dade City division posted only a .5 percent gain and Lacoochee declined 1.9 percent. However, the Zephyrhills division in southeast Pasco experienced a 66.8 percent gain.

An interesting corollary of Pasco's massive population growth was the marked differences in age distribution between the various county subdivision--differences which indicated an overwhelming trend in west Pasco's coastal area toward becoming a mecca for retirees of the same order as St. Petersburg and Pinellas County. In this respect it appeared that west Pasco had, indeed, become a northern extension for Pinellas. The median age of residents in New Port Richey Division was 62.6 years and in Port Richey, 55.5 years. These medians were substantially higher than those for the Central Pasco Division, 25.0; Dade City, 29.0 and Lacoochee, 25.4. Only the Zephyrhills Division showed the same age characteristics, with a median of 56.7 years.

Further evidence that west Pasco had become a retirement haven was found in the high percentage of residents 65 years

and older, and the low percentage of residents under 18 years. In New Port Richey Division, 43 percent of the residents were 65 and over and only 13.4 percent were under 18. In Port Richey Division, the percentages were 30.3 percent for 65 and older and 19.9 percent for under 18. Zephyrhills Division had 38.8 percent 65 and older and 20.9 percent under 18. The percentages were quite different for the remaining three divisions of Pasco. In central Pasco, only 10.1 percent were 65 and over, but 29.2 percent were under 18. For Dade City Division, the figures were 10.8 percent 65 and over and 35.6 percent under 18, and for Lacoochee the figures were 9.0 percent 65 and older and 39.2 percent under 18.

The high concentration of elderly persons in west Pasco distorted the county's population profile considerably. While normally the profile should appear pyramidal, the large number of senior citizens in the coastal areas caused the county's profile to appear as an inverted pyramid. The amount of distortion can be seen in comparison of Figure 2.2 with Figure 2.3.

In all of Pasco's census divisions the percentage of females was greater than the percentage of males, with the exception of central Pasco which had a youthful median age of 25.0. The percentage of males in central Pasco was 53.2. Percentages for other divisions were 48.3 for Dade City, 49.9 for Lacoochee, 47.1 for New Port Richey, 49.5 for Port Richey and 47.8 for Zephyrhills.

The racial complexion of Pasco was predominantly white. More than 95 percent of residents of New Port Richey, Port Richey and Zephryhills was white. Central Pasco was 98 percent white, Dade City, 78 percent, and Lacoochee, 80 percent.

As would be expected, households in the western area of Pasco and in Zephyrhills were relatively small. The figures for New Port Richey were 2.2 persons per household and for Port Richey, 2.43. In Zephyrhills, 2.39 persons per household were reported. Census divisions with more youthful populations had larger households. The figures were 3.08 for

FIGURE 2.2

Population Pyramid
Pasco County, 1960

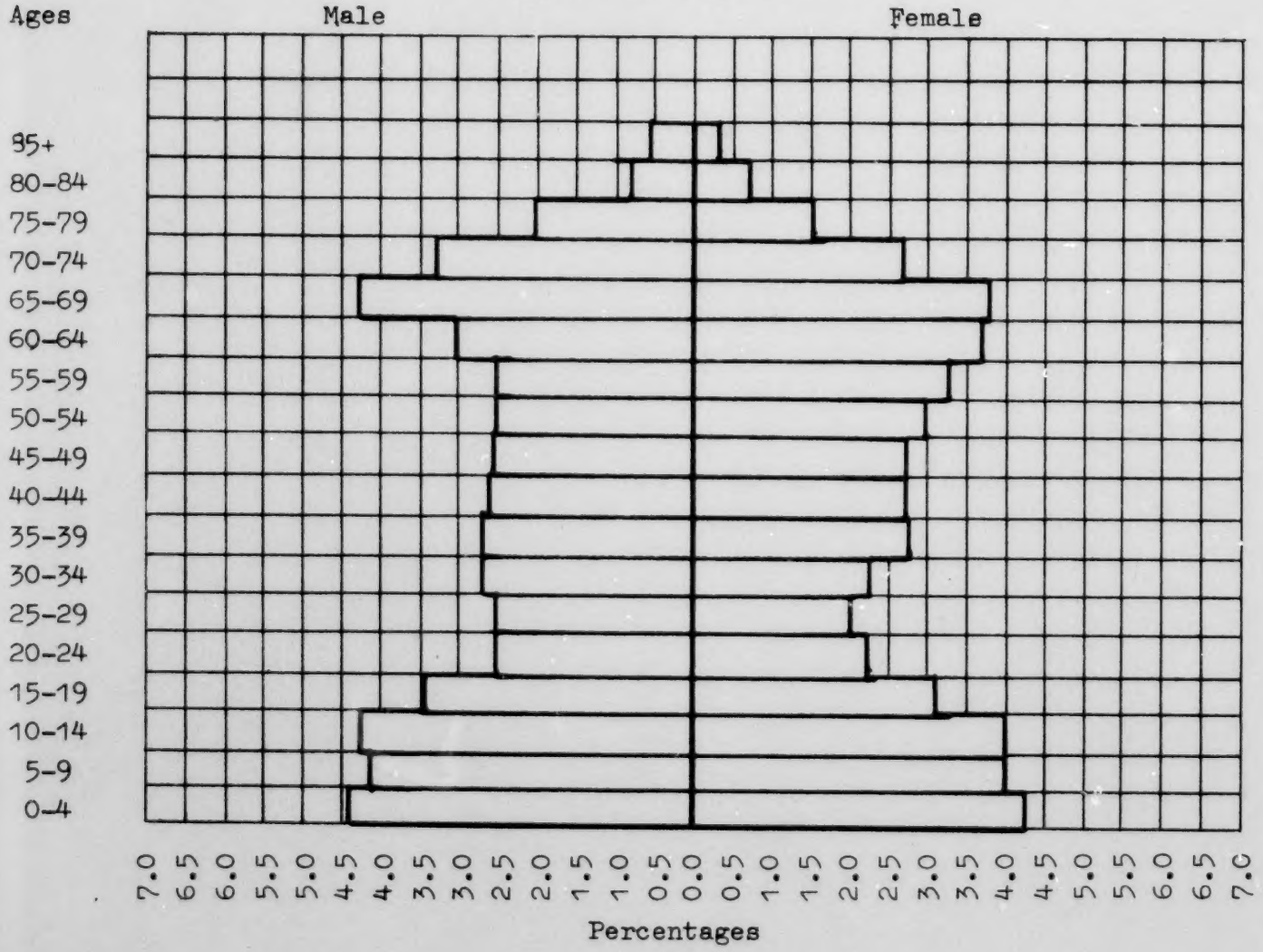
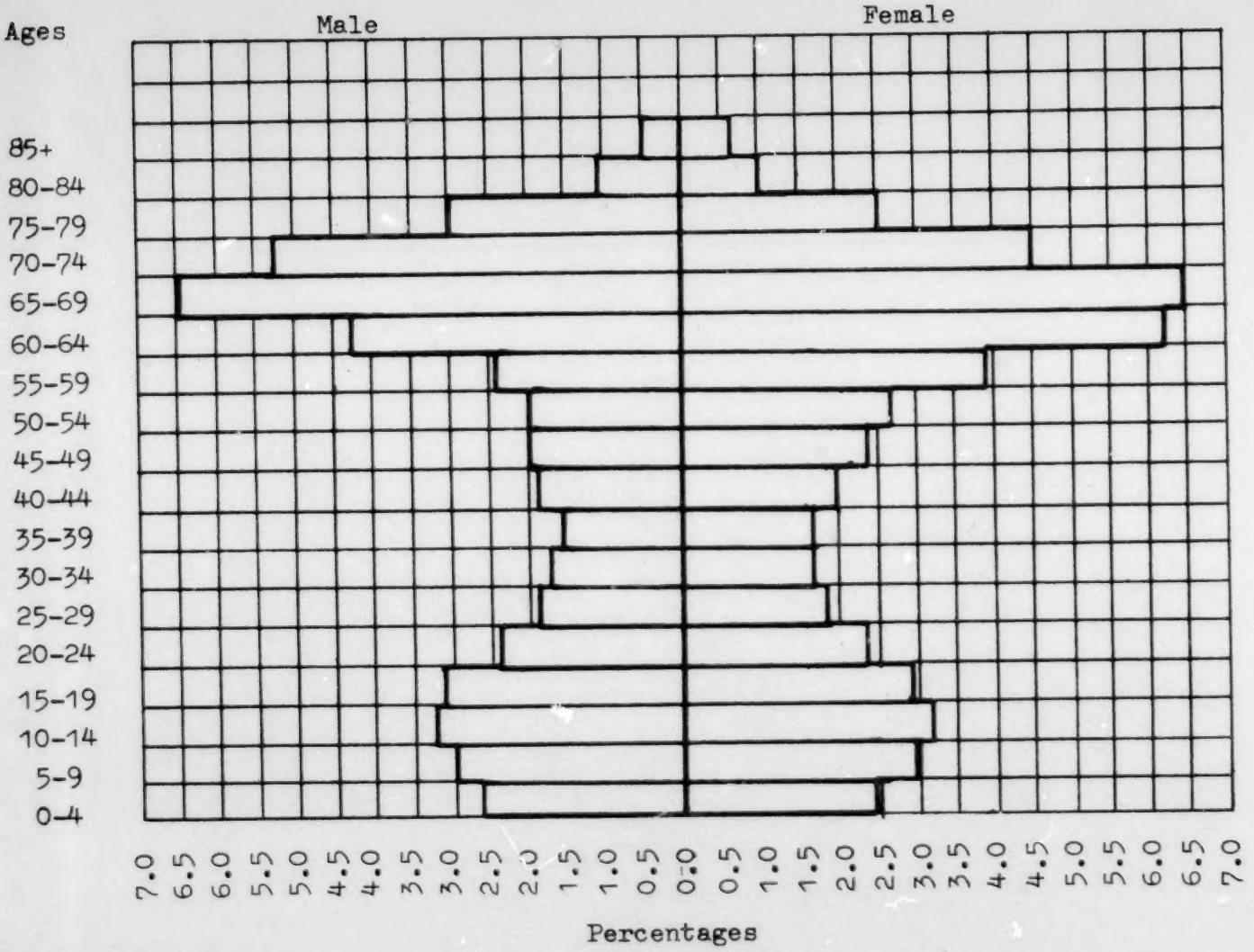


FIGURE 2.3

Population Pyramid
Pasco County, 1970



Central Pasco, 3.10 for Dade City and 3.52 for Lacoochee.

Pasco's population explosion has created a critical need for housing, with the result that mobile home parks have sprung like dandelions. Seventeen percent of Pasco's 34,201 housing units, or almost one of every five, was either a trailer or mobile home. Most of the year-round housing units were single family structures. However, multiple family units such as condominiums were beginning to make their appearance. Twenty-three percent of Pasco's permanent housing units were multiple units, including 145 which would accommodate 20 or more families. Most of the housing was new construction. Sixty-five percent of the units in Pasco had been erected since 1960. Sixteen percent had been constructed between January, 1969, and March, 1970, when the census was taken.

Pasco's population was relatively well educated. Of the county's 25,863 males who were 25 years and over, 40.3 percent were high school graduates. The percentage for the county's 28,612 females in the same age category was slightly higher at 44 percent. Nearly six percent of the males and four percent of the females had completed four years of college. The median number of years in school completed was 10.6 for males and 11.3 for females. However, this does not imply a lack of need for adult basic education. Fully 16.6 percent of the adult male population and 12 percent of the female population had less than an eighth grade education, and 39.4 percent of the adult males and 31.6 percent of the adult females had less than a ninth grade education.

Until recent years Pasco County's economy was largely agrarian, with citrus and cattle as major sources of income. The major industries of the county were two citrus processing plants with seasonal payrolls. The 1967 Census of Business listed 514 retail trade establishments with a volumne of $55,600,000. Major retail outlets and their volume in trade are shown in Table 2.1.

Total retail sales for 1970 were reported at $93,670,000, an increase of

TABLE 2.1

Retail Trade in Pasco County, Florida, 1967

Type of Outlet	Number	Dollar Volume
Retail Trade - Total	514	$ 55,600,000
Building Materials and Supply Stores	16	3,836,000
Farm Equipment	7	849,000
Hardware Stores	10	1,310,000
Variety Stores	9	1,610,000
Miscellaneous General Merchandise	8	631,000
Grocery Stores	62	19,077,000
Meat and Fish Markets	3	299,000
Fruit Stores and Vegetable Markets	8	87,000
Candy, Nut, and Confectionary Stores	1	--
Retail Bakeries	6	170,000
Other Food Stores	2	--
Motor Vehicle Dealers	14	5,909,000

TABLE 2.1 (Continued)

Type of Outlet	Number	Dollar Volume
Tire, Battery and Accessory Stores	15	670,000
Miscellaneous Automotive Stores	10	1,286,000
Gas Service Stations	91	6,293,000
Apparel and Accessory Stores	22	1,551,000
Furniture Stores	11	1,196,000
Home Furnishing Stores	10	273,000
Household Appliance Stores	2	--
Radio, TV, Music Stores	8	--
Eating and Drinking Establishments	80	2,129,000
Drugs and Proprietary Medicine Stores	10	2,950,000
Miscellaneous Retail Stores	86	4,508,000
Non-Store Retailers	23	508,000

SOURCE: Census of Business, 1967

69 percent over the previous figure. Major outlets for retail sales and the dollar volume reported were: food, $35,227,000; general merchandise, $4,983,000; furniture and household appliances, $2,992,000; automotive, $11,961,000; drugs, $4,976,000.

Residents were reported to have an effective buying income in 1970 of $204,815,000, with an average of $6,523 per household. A total of 31.4 percent of households had cash income within the range of $0 - $2,999; 22.5 percent in the range of $3,000 - $4,999; 23.6 percent in the range of $5,000 - $7,999; 9.4 percent, $8,000 - $9,999; 13.1 percent, $10,000 and over.

A breakdown of earnings by occupations showed the following median earnings in 1969: professionals, managerial and kindred workers, $7,551; craftsmen and foremen, $6,311; operatives, including transportation, $5,090; laborers (except farm), $3,206; farmers and farm managers, $5,965; farm laborers and foremen, $2,360.

Pasco County had a work force of 24,665 men and women. However, 25.8 percent of these worked outside the county. Of the remainder, 17.1 percent were in manufacturing industries, 39.8 percent were in white collar jobs and 11.2 percent were government workers. The unemployed rate was 4.8 percent. Approximately 25 percent of the work force is composed of women. Altogether, 21.5 percent of the females over 16 were employed. Of this group, 19 percent were married with husbands present and 30 percent were mothers with children under six. Among males, 60.4 percent between 18-24 years were employed and 7.3 percent of males 65 and over were employed.

Table 2.2 shows the percentage of employment according to age distribution.

The broad categories of employment are shown in Table 2.3. Major areas of employment were: clerical and kindred fields, 17.3 percent; crafts, 14.1 percent; services, 12.6 percent.

More specific data are shown in Table 2.4. According to these data, major sources of employment were manufacturing, retailing, mining and construction (mostly

TABLE 2.2

Percentage of Residents in
Work Force by Age Distribution
Pasco County, Florida, 1970

Age Distribution	Percentage of: Males	Females
14 - 15	20.1	9.9
16 - 17	41.9	26.7
18 - 19	51.0	32.2
20 - 21	57.5	41.1
22 - 24	72.7	44.8
25 - 34	93.1	44.0
35 - 44	90.0	47.5
45 - 64	54.9	23.8
65 and over	7.3	3.0

TABLE 2.3

Broad Areas of Occupations
Pasco and Hernando Counties, Florida, 1970

	Pasco County						Hernando County					
	Male		Female		Total		Female		Male		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Prof., Tech., Kindred	1602	.088	710	.110	2312	.094	576	.108	235	.122	811	.112
Agrs. and Adm.	1650	.090	392	.060	2042	.082	449	.084	64	.033	513	.070
Sales	1567	.086	611	.094	2178	.088	304	.057	125	.065	429	.059
Clerical and Kindred	2425	.133	1864	.288	4289	.173	781	.146	622	.323	1403	.193
Craftsmen	3309	.182	171	.026	3480	.141	848	.159	13	.006	861	.118
Operatives	2083	.114	806	.124	2889	.117	444	.083	138	.072	582	.080
Insp. Equip. Operatives	964	.052	48	.007	1012	.041	354	.066	35	.018	389	.054
Laborers (Except Farm)	895	.049	54	.008	949	.038	346	.065	29	.015	375	.052
Farmers and Farm Mgrs.	279	.015	29	.004	308	.012	176	.033	--	--	176	.024
Farm Laborers and Foremen	1266	.07	300	.046	1566	.063	286	.054	93	.048	379	.052
Service Workers	1915	.105	1217	.188	3132	.126	629	.118	444	.231	1073	.148
Private Household Workers	254	.014	254	.039	508	.020	123	.023	123	.064	246	.034
Total	18209	.935	6456	.994	24665	.995	5316	.996	1921	.997	7237	.996

TABLE 2.4

Occupational Categories
Pasco and Hernando Counties, Florida, 1970

Occupational Categories	Hernando County Total Employed 16 and Over-5,316			Pasco County Total Employed 16 and Over-18,609		
	% Total	% Males	% Females	% Total	% Males	% Females
Total Employed 16 and Over		63.8	36.2		64.5	35.5
Agriculture, Forestry and Fisheries	10.9	80.2	19.8	10.6	79.5	20.5
Mining and Construction	19.0	94.2	5.80	12.8	94.5	5.5
Manufacturing	5.7	75.7	24.3	17.0	68.8	31.2
Transportation - Railroads, Express, Trucking, Other	5.2	84.4	15.6	3.0	87.0	13.0
Communications, Utilities and Sanitary Services	2.8	71.5	28.5	3.2	71.1	18.9
Wholesale Trade	2.4	52.6	47.4	3.2	75.3	24.7
Food, Bakery and Dairy Stores	3.6	57.3	42.7	3.4	65.6	34.4
Eating and Drinking Places	3.2	16.4	83.6	3.0	23.0	77.0
General Merchandise Retailing, Motor Vehicle Retailing, Service Stations, Other Retail Trade	12.9	59.1	40.9	13.6	58.6	41.4

TABLE 2.4 (Continued)

Occupational Categories	Hernando County Total Employed 16 and Over-5,316 % Total	% Males	% Females	Pasco County Total Employed 16 and Over-18,609 % Total	% Males	% Females
Banking, Credit Agencies, Insurance, Real Estate and Other Finance	4.2	35.7	64.3	4.6	49.0	51.0
Business and Repair Service	1.9	100.0	--	2.6	84.1	15.9
Private Households and Other Personal Services	5.3	27.7	72.3	5.2	32.9	67.1
Entertainment and Recreation	1.0	70.6	29.4	.7	82.3	17.7
Hospitals and Other Health Services	6.1	25.9	74.1	4.0	17.7	82.3
Elementary, Secondary Schools, College, Govt.	5.6	37.7	62.3	4.1	35.3	64.7
Elementary, Secondary Schools, College-Private	.4	64.0	36.0	1.7	40.0	60.0
Other Education and Kindred Services	--	--	--	.2	71.0	29.0
Welfare, Religious and Non-Profit Membership Organ.	1.7	55.0	45.0	1.4	55.0	45.0
Legal, Engineering and Misc. Professional Services	2.4	55.0	45.0	1.6	55.0	45.0
Public Administration	4.3	57.4	42.6	3.5	68.6	31.4

construction) and agriculture, forestry and fisheries. A breakdown of employment within service industries is shown in Table 2.5.

During the half century between 1920 and 1970 Pasco County experienced substantial growth in population. The rate of increase during the last decade was among the greatest in the nation. Because of myriad reasons, estimating what will happen in the future insofar as population growth is concerned proved to be an undertaking fraught with uncertainties. Such indices as zoning regulations, building permits, electric utility hook-ups, telephone installations, voter registrations were either incomplete or nonexistent, although excellent cooperation was received from most who were approached for these data. A part of the problem was that Pasco had no building inspector until recently, so no history was available. Zoning regulations had not been drafted. Establishing residence in Pasco for many was simply a matter of mounting a mobile home on a concrete block foundation and setting up a mailbox. The county was served by three electrical utility companies, Tampa Electric Company, Florida Power Company, and Withlacoochee River Electric Corp., and two telephone companies, Florida Telephone, and General Telephone. The amount of overlap in these services made almost impossible the task of obtaining a clear picture of what had taken place in the past as an index of the future. Many of the residents of Pasco were seasonal, spending the winter in Pasco and the summer in their northern homes, which rendered almost useless postal service data and data on voter registrations. In the absence of these usually reliable indices, alternative strategies for prediction had to be considered.

By inspection, the population trend was obviously curvilinear rather than linear, although a stepwise multiple regression analysis was attempted, with Hernando, Citrus, Sumter, Hillsborough and Pinellas Counties as independent variables.

It was then reasoned that the growth of Pasco County would follow essentially the same patterns as those of Hillsborough,

TABLE 2.5

Selected Services in
Pasco County, Florida, 1967

Services	Number	Receipts	Employees
Total Selected Services	359	$ 5,836,000	389
Hotels, Motels	72	1,138,000	65
Motor Hotels, Motels, Tourist Courts	39	581,000	41
Trailer Parks	23	--	9
Sport and Recreation Camps	4	--	-
Total Personal Services	123	1,849,000	132
Laundry, Dry Cleaners	25	552,000	43
Beauty Shops	46	348,000	38
Photo Studios	4	--	-
Shoe Repairs	3	--	-
Funeral Service	6	622,000	-
Miscellaneous Service	8	31,000	-
Miscellaneous Business Services (Includes Advertising, Service to Dwellings, Business and Consulting)	35	710,000	44
Auto Repair Service	40	648,000	19

TABLE 2.5 (Continued)

Services	Number	Receipts	Employees
Miscellaneous Repair Serv. (Includes Electrical, Radio, TV, Refrigerator, etc.)	52	$ 877,000	43
Movies, Amusement, Recreation	37		

Pinellas and Manatee County. These were plotted graphically and preliminary indications were that this was the case. A mathematical expression of this was sought in order to provide a basis for estimation. Table 2.6 shows the percentage increases observed when population density per square mile is used as a basis for computation. Each decade, the gain in percentage points over the previous decade had increased. The gain during the decade 1930-1950, was 15 percent over the gain of the decade, 1930-1940. The gain of the decade 1950-1960, was 33 percent over the gain of the decade, 1940-1950, was the gain of the decade 1960-1970, was 37 percentage points over the gain of the decade, 1950-1960. It was concluded from these data that the population gain for 1980 would equal the gain of 1970 plus a certain percentage increase. Inasmuch as the 1960-1970 decade was most proximate, a decision was made to use as a plus factor the 5 percent gain which occurred during this period. Accordingly, the population estimate for 1980 was computed on the basis of 206 percent of the 1970 population plus 5 percent, resulting in an estimate of 160,265. The same procedure was used for estimating the 1990 population at 346,172. These data, when plotted graphically, approximate the growth curves for Pinellas, Hillsborough and Manatee Counties satisfactorily. These data and projections are shown in Tables 2.7 and 2.8 and graphed in Figure 2.4.

During the last several years, several population projections have been made for Pasco County. These are shown, along with the estimates by this study, in Table 2.9. It will be noted that a great similarity exists between the 1980 estimate for this study and the 1980 estimate of the Pasco County Planning Division, although the 1990 estimates are at variance.

It should be noted that several other factors have been taken into account in arriving at these decisions. Among them are (1) the opening of the interstate which provides easy access to Tampa and St. Petersburg, (2) the soaring population densities of Hillsborough (472,316 persons

TABLE 2.6

Percentage Increases in
Population Density Per Square Mile
Pasco County
1920-1970

Decade	Percentage Increase	Difference in Percentage Increase	Difference in Rate of Gain
1920-1930	120		-
		12	
1930-1940	132		3
		15	
1940-1950	147		17
		32	
1950-1960	179		5
		37	
1960-1970	216		

TABLE 2.7

Population Projections
Pasco-Hernando Counties, Florida
1920-1970

Year	Pasco	Hernando	Pinellas	Hillsborough	Citrus	Sumter
1920	8,802	4,548	28,265	88,257	5,220	7,851
1921	8,979	4,762	31,653	94,783	5,250	8,130
1922	9,156	4,976	35,041	101,309	5,280	8,319
1923	9,333	5,190	38,429	107,835	5,310	8,599
1924	9,510	5,404	41,817	114,361	5,340	8,878
1925	9,687	5,618	45,205	120,887	5,370	9,157
1926	9,864	5,832	48,593	127,413	5,400	9,437
1927	10,041	6,046	51,981	133,939	5,430	9,716
1928	10,218	6,260	55,369	140,465	5,460	9,995
1929	10,395	6,474	58,757	146,991	5,490	10,275
1930	10,574	6,693	62,149	153,519	5,516	10,644
1931	10,914	6,588	65,119	156,182	5,549	10,683
1932	11,254	6,483	68,089	158,845	5,582	10,723
1933	11,594	6,378	71,059	161,508	5,615	10,762
1934	11,934	6,273	74,029	164,171	5,648	10,802

TABLE 2.7 (Continued)

Year	Pasco	Hernando	Pinellas	Hillsborough	Citrus	Sumter
1935	12,274	6,168	76,999	166,834	5,681	10,841
1936	12,614	6,063	79,969	169,497	5,714	10,881
1937	12,954	5,958	82,939	172,160	5,747	10,920
1938	13,294	5,853	85,909	174,823	5,780	10,960
1939	13,634	5,748	88,879	177,486	5,813	10,999
1940	13,981	5,641	91,852	180,148	5,846	11,041
1941	14,635	5,572	98,592	187,122	5,872	11,070
1942	15,289	5,503	105,332	194,096	5,899	11,099
1943	15,943	5,434	112,072	201,070	5,925	11,128
1944	16,597	5,365	118,812	208,044	5,952	11,157
1945	17,251	5,296	125,552	215,018	5,978	11,186
1946	17,905	5,227	132,292	221,992	6,005	11,215
1947	18,559	5,158	139,032	228,966	6,031	11,244
1948	19,213	5,089	145,772	235,940	6,058	11,273
1949	19,867	5,020	152,512	242,914	6,084	11,302
1950	20,529	4,948	159,249	249,894	6,111	11,330
1951	22,154	5,573	180,790	264,693	6,426	11,384

TABLE 2.7 (Continued)

Year	Pasco	Hernando	Pinellas	Hillsborough	Citrus	Sumter
1952	23,779	6,198	202,331	279,492	6,742	11,438
1953	25,404	6,823	223,872	294,291	7,057	11,492
1954	27,029	7,448	245,413	309,090	7,373	11,546
1955	28,654	8,073	266,954	323,889	7,688	11,600
1956	30,279	8,698	288,495	338,688	8,004	11,654
1957	31,904	9,323	310,036	353,487	8,319	11,708
1958	33,529	9,948	331,577	368,286	8,635	11,762
1959	35,154	10,573	353,118	383,085	9,051	11,816
1960	36,679	11,198	374,691	397,084	9,367	11,870
1961	40,702	11,785	389,431	407,125	10,260	12,166
1962	44,619	12,365	404,197	416,362	11,253	12,463
1963	48,536	12,945	418,963	425,599	12,245	12,760
1964	52,453	13,525	433,729	434,836	13,238	13,057
1965	56,370	14,105	448,495	444,073	14,230	13,354
1966	60,287	14,685	463,261	453,310	15,223	13,651
1967	64,204	15,265	478,027	462,547	16,215	13,948
1968	68,121	15,845	492,793	471,784	17,208	14,245

TABLE 2.7 (Continued)

Year	Pasco	Hernando	Pinellas	Hillsborough	Citrus	Sumter
1969	72,038	16,425	507,559	481,021	18,200	14,542
1970	75,955	17,004	522,329	490,265	19,196	14,839

TABLE 2.8

Population Projections
Pasco-Hernando Counties, Florida
1971-1990

Year	Pasco	Hernando
1971	84,386	18,517
1972	92,817	20,031
1973	107,750[a]	21,543
1974	109,679	23,057
1975	118,110	24,569
1976	126,541	26,083
1977	134,972	27,595
1978	143,403	29,108
1979	151,834	30,621
1980	160,265	32,137
1981	178,855	34,997
1982	197,445	37,857
1983	216,035	40,717
1984	234,625	43,577

TABLE 2.8 (Continued)

Year	Pasco	Hernando
1985	253,215	46,437
1986	271,805	49,297
1987	290,395	52,157
1988	308,985	55,017
1989	327,575	57,877
1990	346,172	60,738

[a]Special Census, 1973.

FIGURE 2.4

Population Projections
Pasco and Hernando Counties, Florida

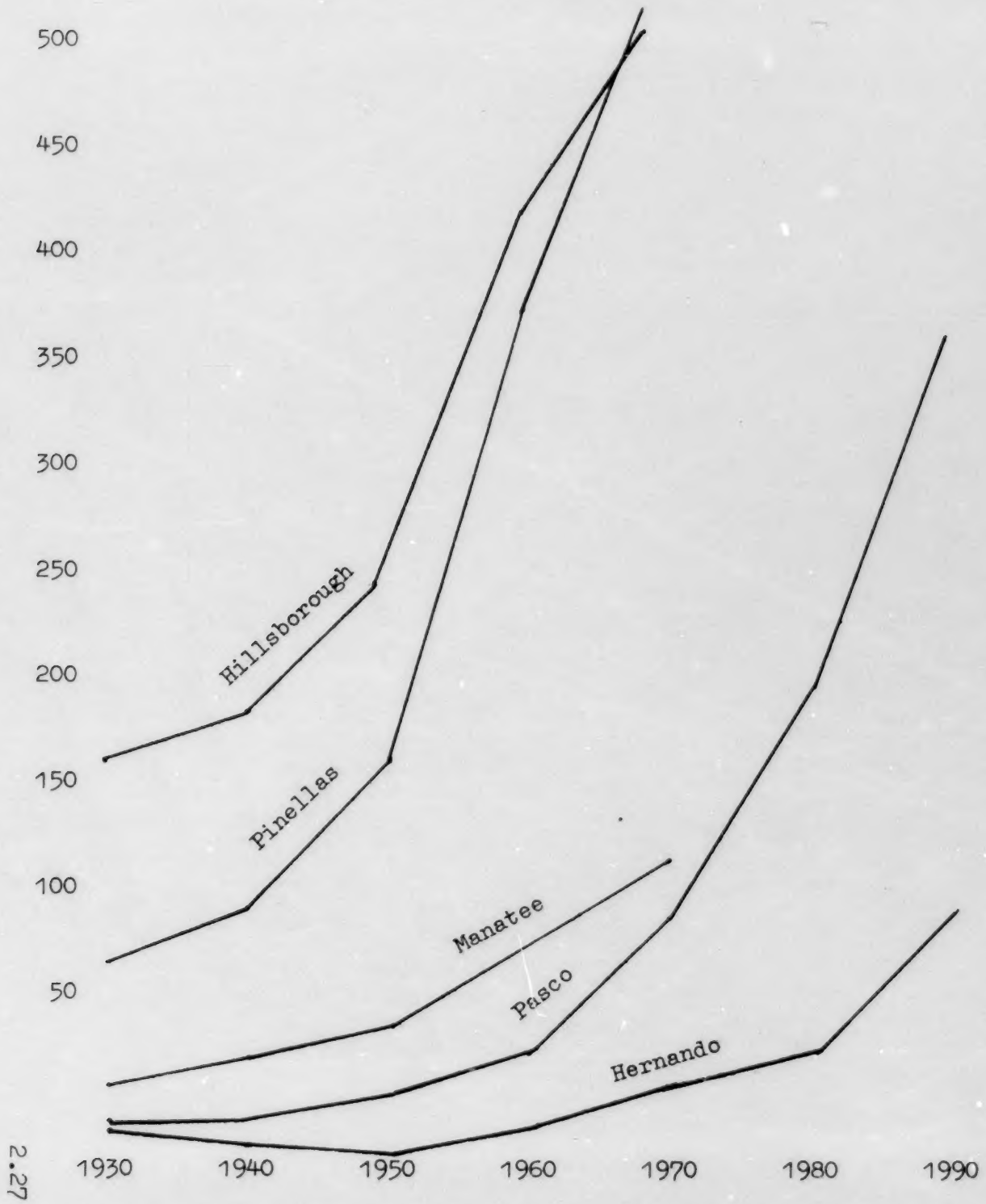


TABLE 2.9

Comparison of Population Estimates by Five Agencies, 1970-1990

Agency	Year					
	1970	1973	1975	1980	1985	1990
Pinellas-Anclote Basin	75,955[a]	107,750[b]	98,351	121,554	148,104	-
Kiplinger	75,955[a]	107,750[b]	99,580	130,840	-	-
Candeub-Fleissig	75,955[a]	107,750[b]	103,475	131,000	145,500	160,100
Pasco Co. Planning	75,955[a]	107,750[b]	123,906	161,530	202,750	243,978
Educational Consultants	75,955[a]	107,750[b]	118,110	160,265	253,215	346,172

[a]1970 Census.

[b]Preliminary report from the 1973 Special Census.

per square mile) and, especially, Pinellas (1971.052 persons per square mile), (3) the comparatively low cost of housing and services in Pasco and the availability of land, (4) the general population explosion, (5) the increasingly large population of the elderly, and (6) the high rate of in-migration currently being experienced in Florida. It is not in the least unlikely that Pasco will be included in the Tampa-Pinellas Standard Metropolitan Statistical Area in the next census.

For census purposes, Pasco County was divided into six major divisions--New Port Richey, Port Richey, Central Pasco, Dade City, Lacoochee and Zephyrhills. New Port Richey and Port Richey comprised the western corridor of the county and also accounted for approximately one-third of the total land area and 55.9 percent of the total population. The Central Pasco Division accounted for 9.4 percent of the population, and Dade City, Lacoochee and Zephyrhills Divisions accounted for 34.7 percent. These are shown in Table 2.10.

Because of the obvious social, political and economic differences, the county was divided into two areas for community college planning. The New Port Richey and Port Richey divisions were consolidated as the West Pasco Division and all the other districts were consolidated as the East Pasco Division. These divisions are shown in Figure 2.5.

Population projections for each division were computed on the basis of the 1970 distribution--that is, 55.9 percent in West Pasco and 44.1 percent in East Pasco. These estimates are shown in Table 2.11.

HERNANDO COUNTY

Hernando County lags more than a decade behind Pasco County in population growth as a result of two factors--a setback during the depression 1930's which continued through the 1940's, and its greater distance from the population centers of Tampa and St. Petersburg.

TABLE 2.10

Proportion of Population by Census Divisions
Pasco County, Florida, 1970

Division	Population	Percentage Total
West	42,451	.559
New Port Richey	31,939	
Port Richey	10,512	
Central	7,118	.094
Central Pasco	7,118	
East	26,386	.347
Dade City	10,238	
Lacoochee	3,112	
Zephyrhills	13,036	
Total	75,955	100

FIGURE 2.5

Planning Divisions
Pasco County, Florida

LEGEND

1. Dade City
2. Zephyrhills
3. Land O'Lakes
4. New Port Richey
5. Port Richey

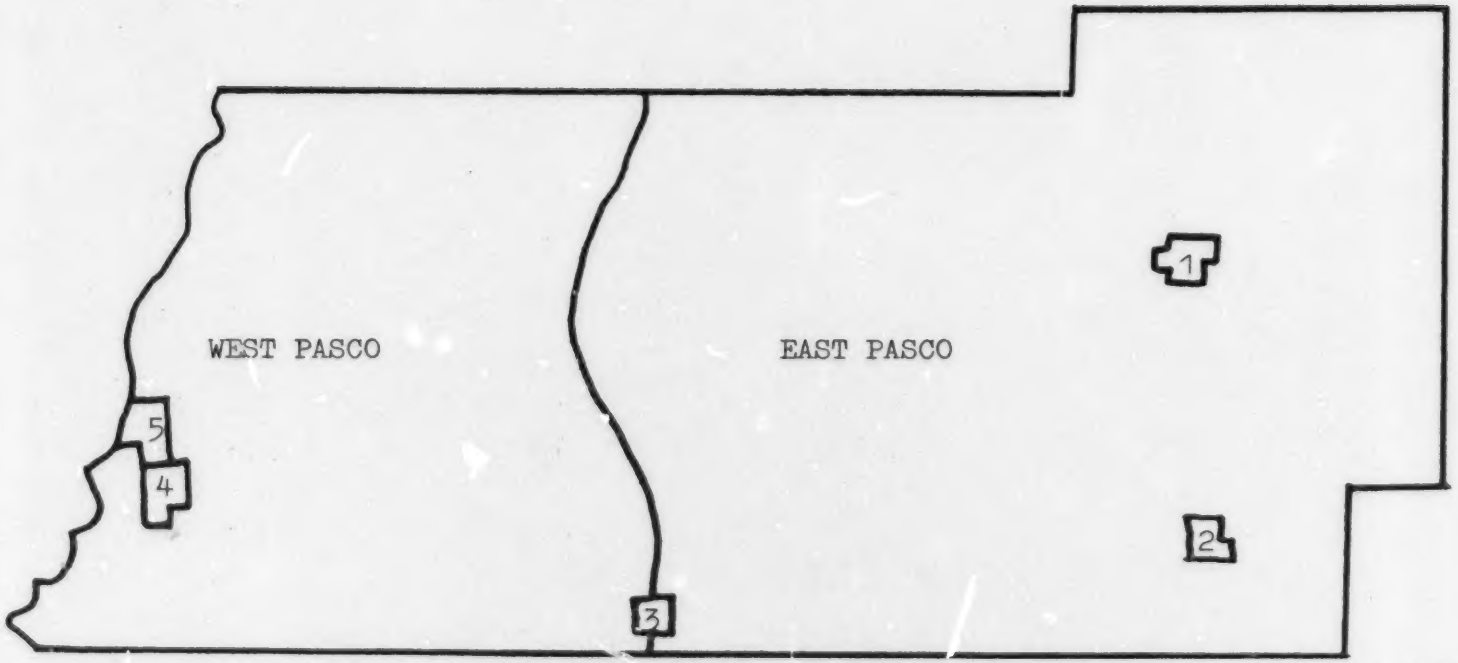


TABLE 2.11

Projected Population Distribution by Regions
Pasco County, Florida
1970-1990

Year	Total	East	West
1970	75,955	33,504	42,451
1971	84,386	37,215	47,171
1972	92,817	40,933	51,884
1973	101,248	44,651	56,597
1974	109,679	48,369	61,310
1975	118,110	52,087	66,023
1976	126,541	54,805	70,736
1977	134,972	58,523	75,449
1978	143,403	63,241	80,162
1979	151,834	66,959	84,875
1980	160,265	70,677	89,588
1981	178,855	78,876	99,979
1982	197,445	87,074	110,371
1983	216,035	95,272	120,763
1984	234,625	103,470	131,155
1985	253,215	111,668	141,547
1986	271,805	119,867	151,938
1987	290,395	128,065	162,330

TABLE 2.11 (Continued)

Year	Total	East	West
1988	308,985	136,263	172,722
1989	327,575	144,461	183,114
1990	346,172	152,662	193,510

A slight growth in population was experienced during the decade of the 1920's, from 4,548 inhabitants in 1920 to 6,693 inhabitants in 1930. However, at this point, out-migration began to occur. By 1950, the population had declined almost to the 1920 level, with 4,948 inhabitants enumerated. Since that time, a steady but unspectacular growth has occurred. The 1970 census indicated a population of 17,004.

The main population center of Hernando County was Brooksville which, in 1970, had a population of 4,050. It is located in the central portion of the county. The county is divided into two main districts for census purposes, East Brooksville District and West Brooksville District, with the boundaries splitting the City of Brooksville. These are shown in Figure 2.6. The enumeration of East Brooksville was 5,349, and of West Brooksville, 11,655. One of the main reasons for the substantial difference was the development occurring in Weeki-Wachi which promises to be of the same nature as those along the Pasco County shoreline. Likely, however, the development of West Hernando will occur at a much slower pace than that of West Pasco because of its greater distance from the conveniences and services of Tampa and St. Petersburg.

As with Pasco County, much of Hernando County's growth resulted from in-migration. Fully 56.4 percent of Hernando's residents were born elsewhere. The county's birthrate has been, at best, erratic since the county resumed growth in 1950. Only 323 births were recorded in 1971. The county's birth trends are shown in Figure 2.7.

Another emerging pattern which linked Hernando to Pasco was its changing population profile. Figure 2.8, showing the 1960 profile, reveals a fairly pyramidal distribution. In contrast, the 1970 profile shown in Figure 2.9, clearly reveals a trend toward an older population. The median age of residents in the West Brooksville District in 1970 was 37.2 years, and in the East Brooksville District, 40.2 years. In East Brooksville, 29.5 percent of the residents were under 18 years

FIGURE 2.6

Planning Division
Hernando County, Florida

FIGURE 2.7

Hernando County
1952-1970
All Births

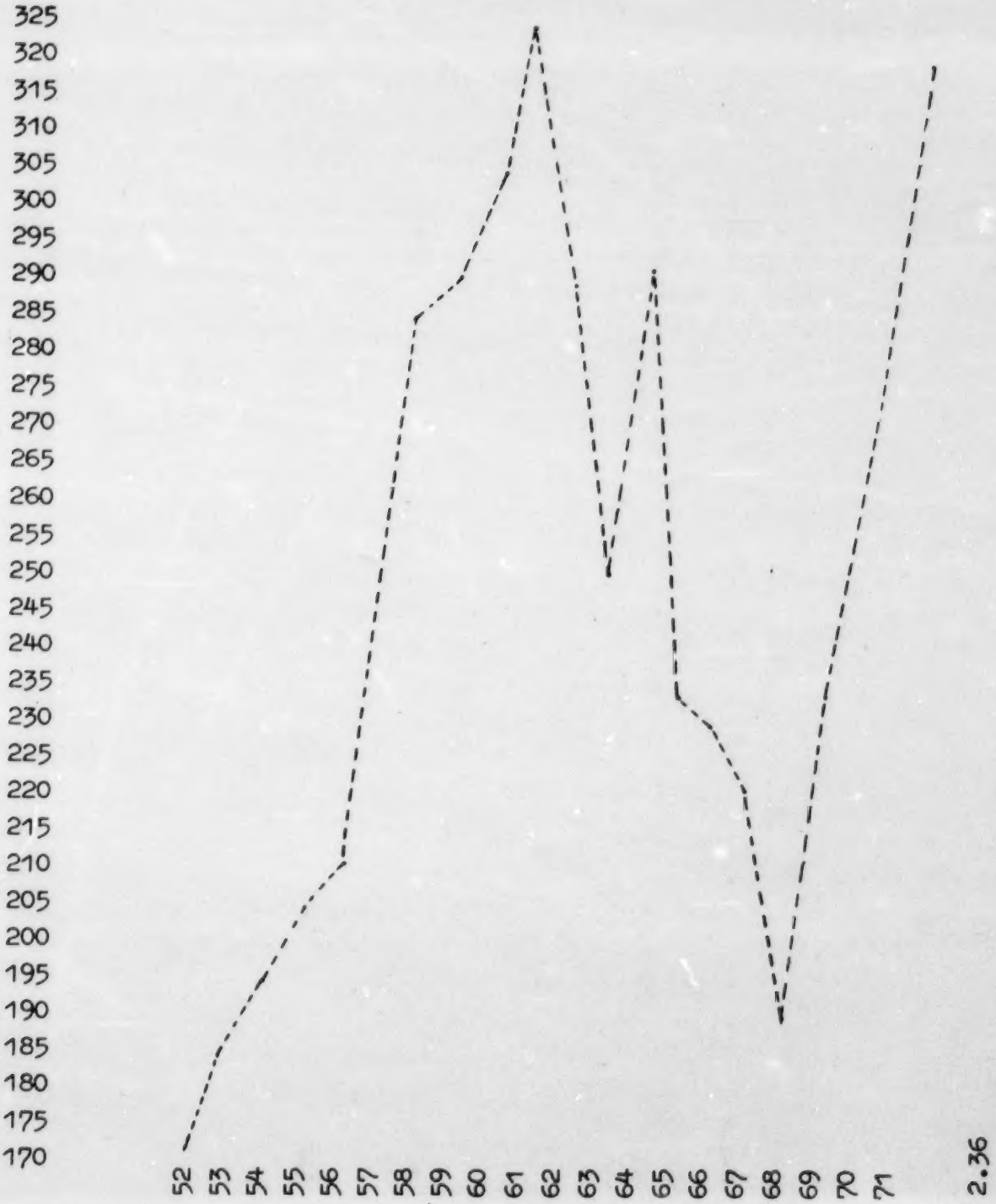


FIGURE 2.8

Population Pyramid
Hernando County, 1960

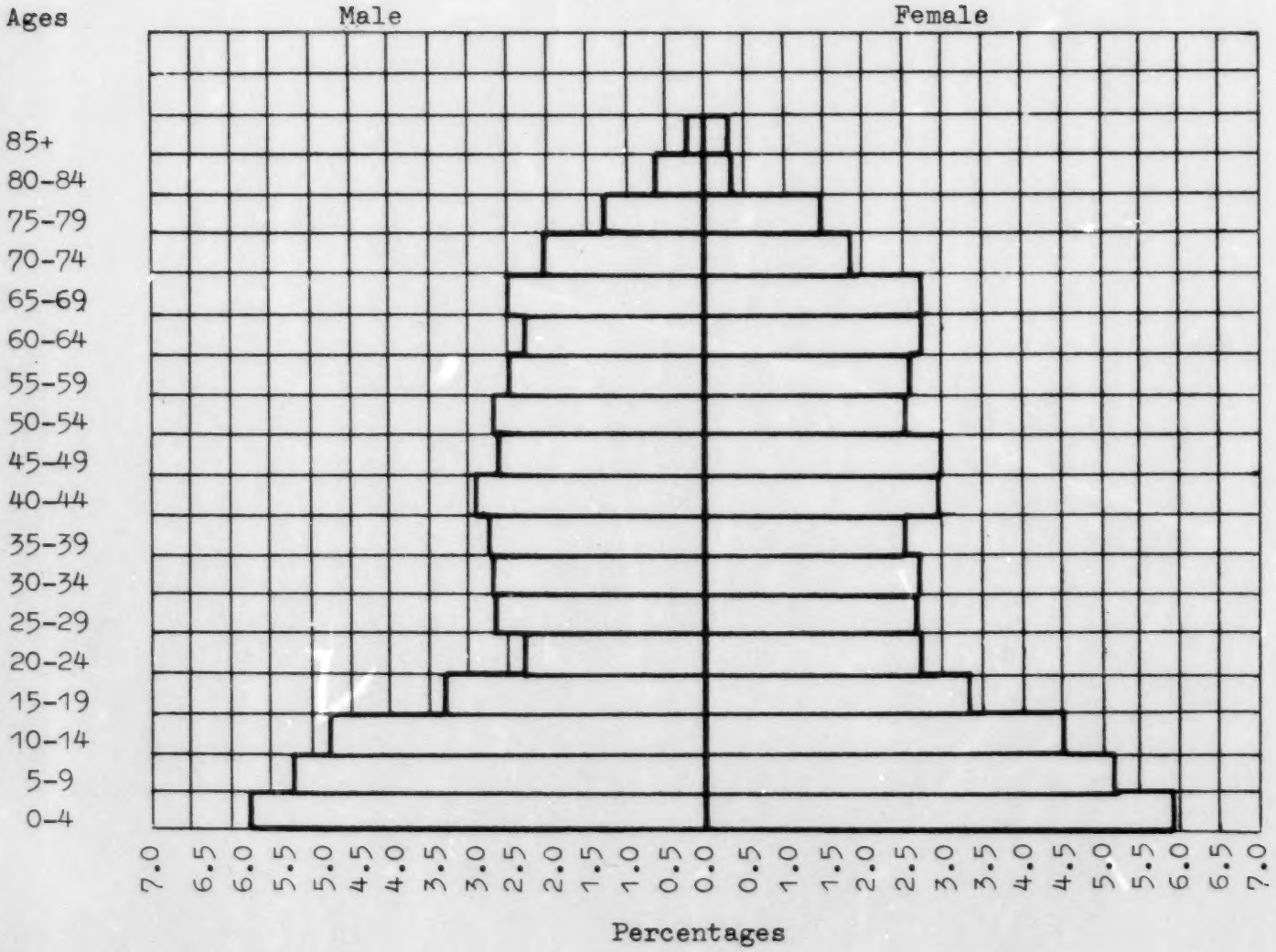
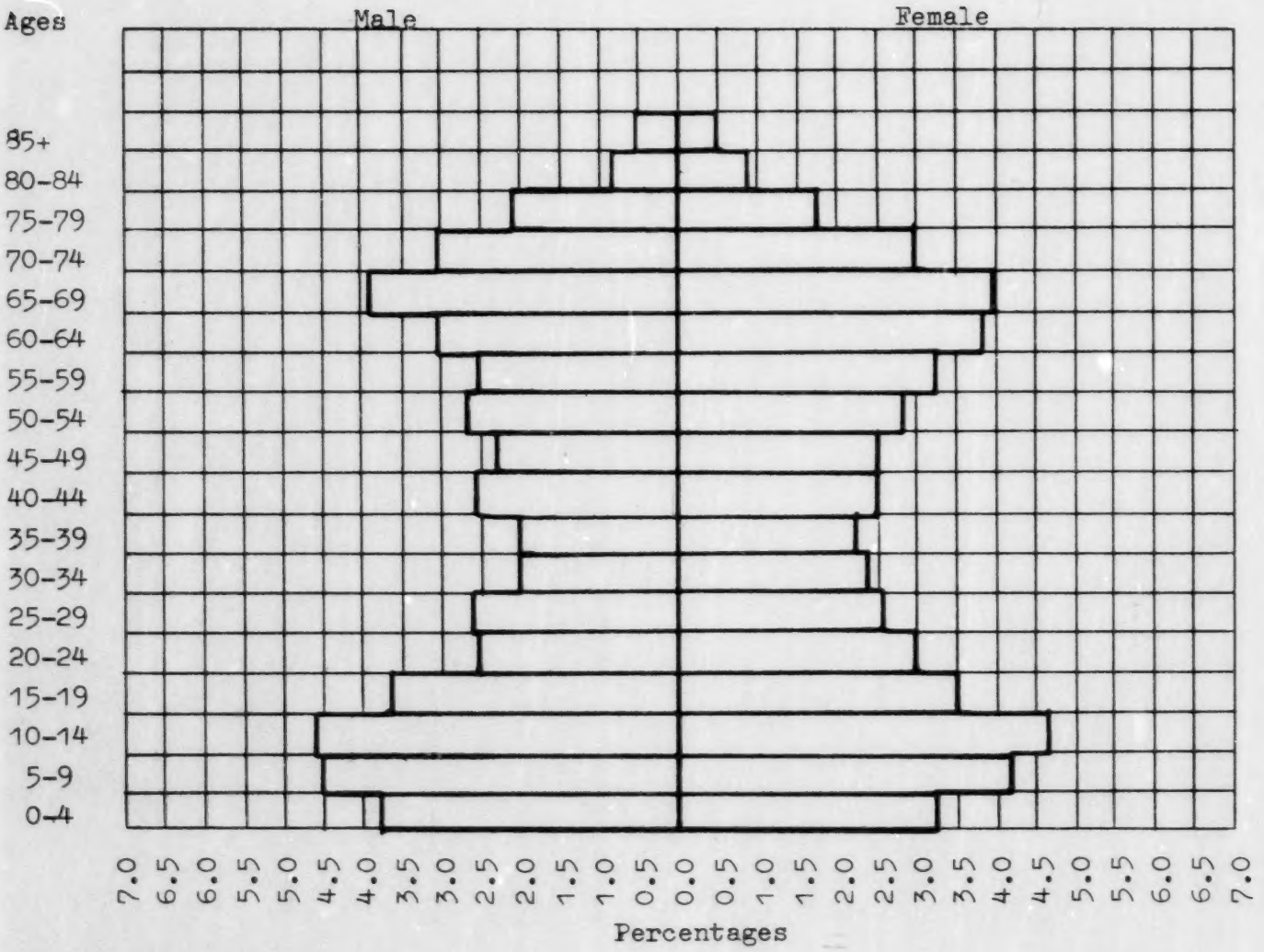


FIGURE 2.9

Population Pyramid
Hernando County, 1970



and 22.7 percent were 65 and over. The figures for West Brooksville were 29.8 percent under 18 and 19.3 percent 65 and over. The distribution of sexes in East Brooksville was about even, with females outnumbering males 2,683 to 2,666. The same applied to West Brooksville which enumerated 5,679 males and 5,976 females. Seventeen percent of the East Brooksville population were Negroes, and 12 percent were Negro in West Brooksville.

There was little difference in the size of households. East Brooksville averaged 2.75 persons per household and West Brooksville, 2.78. These families occupied 7,578 year-round housing units of which most were single family dwellings. As in Pasco, however, multiple family units were making their appearance. Fifty-three units to accommodate 20 or more families were standing in 1970. Hernando also had experienced rapid construction of new dwellings. Fifty-one percent of the dwellings in Hernando had been erected since 1960. Ten percent of the new housing had been constructed between January, 1969, and March, 1970, when the census was taken.

Among the adult population 25 and over, 7.5 percent of males and 4.6 percent of females had completed four years of college. The percentage of high school graduates was 39.8 for males and 41.8 for females. Only an eighth grade education had been achieved by 19.6 percent of the males and 15.2 percent of females. Twenty-two percent of the males and 17.8 percent of the females had less than an eighth grade education.

Residents had an effective buying income in 1970 of $42,838,000, with an average per household of $6,800. A total of 32.2 percent had a cash income within a range of $0 - $2,999; 21.1 percent, $3,000 - $4,999; 24.6 percent, $5,000 - $7,999; 8.4 percent, $8,000 - $9,999; 13.5 percent, $10,000 and over.

Total retail sales figures for 1970 were reported at $20,343,000. Retail sales outlets and the dollar volume reported were: food, $6,457,000; general merchandise, $825,000; furniture and

household appliances, $335,000; automotive, $4,668,000; drugs, $1,254,000. A breakdown of earnings by occupations showed the following median earnings in 1969; professional, managerial and kindred occupations, $7,750; craftsmen and foremen, $5,696; operatives (including transportation), $5,146; laborers (except farm), $3,734; farmers and farm managers, $6,455; farm laborers and foremen, $3,959.

Hernando County had a total work force of 7,237 men and women. Of this total, 5.7 percent were employed in manufacturing, 39.7 in white collar work, 17.6 percent in blue collar work, and remainder were in other occupations. A total of 11.5 percent were employed outside of the county. The unemployment rate was 3.7 percent. Approximately 26 percent of the work force was composed of women. Of this group, 30.8 percent were married with husbands present and 38.2 percent of these had children under six.

Among males, 74.4 percent between ages 18-24 were employed and 16.4 percent of those 65 and over were employed.

Table 2.12 shows the percentage of employment according to age distribution.

The broad categories of employment are shown in Table 2.3. Major areas of employment were: clerical and kindred occupations, 19.3 percent; service workers, 14.8 percent; craftsmen, 11.8 percent; professional, technical and kindred occupations, 11.2 percent.

According to data in Table 2.4, major sources of employment were agriculture, forestry and fisheries, mining and construction, and general merchandising.

As for future growth, the same procedures delineated earlier in this chapter for estimating Pasco County's population were used in estimating that of Hernando. The projection for 1980 was 32,137, and for 1990, 60,738. When plotted graphically, it appeared that Hernando was at least two decades away from the dramatic upswing which Pasco was expected to experience.

TABLE 2.12

Percentage of Residents in
Work Force by Age Distribution
Hernando County, Florida, 1970

Age Distribution	Percentage of: Males	Females
14 - 15	20.8	6.5
16 - 17	43.4	24.8
18 - 19	64.8	51.8
20 - 21	66.7	53.4
22 - 24	83.7	51.4
25 - 34	91.2	50.8
35 - 44	94.4	55.2
45 - 64	65.2	30.8
65 and over	16.4	3.3

III

THE ENROLLMENT POTENTIAL

INTRODUCTION

The purposes of this chapter are to examine the contributing factors which form the statistical basis for the enrollment potential of the Pasco-Hernando Community College and to present an estimate of that potential. In estimating the enrollment potential, it was necessary to consider the expected number of graduates from the high schools of Pasco and Hernando Counties. These data are presented in Table 3.1. The figures for the years 1963-64 through 1971-72 represent the actual number of graduates in those counties during that period. It will be noted that there has been an almost consistent increase in the number of high school graduates in these counties during the past ten years. Based upon this history of increase and the general population trends presented in Chapter II of this report, one may say with some assurance that the total number of high school graduates will continue to increase during the coming decade.

The estimated numbers of graduates for the years 1972-73 through 1982-83 were obtained through the use of the Cohort Survival Technique. This is a statistical procedure which establishes the ratio of survival among students as they progress from birth through grade twelve. In this study, ten years of history ending with the 1971-72 school year were used. Once a history of this ratio of survival from one grade to the next was established, the expected number of students in each grade during each year of the projected ten year period could also be established. With this information, the expected number of graduates was determined by computing the percentage of those graduating to those enrolled in the twelth grade during the years 1969-70 through 1971-72 in each

TABLE 3.1

Number of High School Graduates by Year,
1962-63 through 1971-72, and Estimates for
1972-73 through 1982-83

Year	Hernando County	Pasco County	Total
1963-64	113	348	461
1964-65	127	406	533
1965-66	137	408	545
1966-67	165	383	548
1967-68	135	390	525
1968-69	164	391	555
1969-70	187	518	705
1970-71	175	559	734
1971-72	201	675	876
1972-73 (P)	262	836	1098
1973-74 (P)	183	922	1105
1974-75 (P)	305	1160	1465
1975-76 (P)	323	1187	1510
1976-77 (P)	352	1307	1659
1977-78 (P)	353	1529	1882
1978-79 (P)	401	1706	2107
1979-80 (P)	342	1998	2340

TABLE 3.1 (Continued)

Year	Hernando County	Pasco County	Total
1980-81 (P)	376	2123	2499
1981-82 (P)	411	2314	2725
1982-83 (P)	425	2471	2896

SOURCE: County Superintendents' Annual Reports

(P) - Projected

of the two counties. These percentages were averaged and the results applied to the expected twelth grade enrollments in each county for each of the years 1972-73 through 1982-83.

By the year 1982-83 it is expected that the number of high school graduates will have increased 111 percent in Hernando County and 266 percent in Pasco County over the 1971-72 figures in each county. As Chapter II has indicated, these expected gains in both general population and school population are the result of an accelerating flow of in-migration into these two counties. The discrepancy in the rate of increase between the two counties may be partially explained in terms of their relative position with Pinellas County.

Florida has, of course, generated several years of experience with the Community College. This experience is useful in making projections of the future enrollment of the Pasco-Hernando Community College. Estimation of that potential has taken into consideration an examination of the past enrollment experience of Florida community colleges.

Table 3.2 has been compiled from data gathered from the enrollment experience of junior colleges in the State of Florida. The table shows relationships which are considered useful in estimating enrollment potential. The figures in the first four columns of Table 3.2 were derived for each year of operation from the combined experience of Florida junior colleges established between 1957 and 1968. The other columns were selected after reviewing the experience of institutions which have operated under conditions similar to those which exist in Pasco and Hernando Counties.

The percentages shown in Table 3.2 were used to compute the figures which are shown as estimates of enrollment potential in Table 3.3 These estimates of enrollment, of course, will have meaning only if programs are provided by the college to serve the educational needs of potential students, and if the programs are adequately staffed and are readily

TABLE 3.2

Relationships Among Various Components of Junior College Enrollment Used for Estimating the Enrollment Potential of Pasco-Hernando Community College

Year of Operation	Percentage of Full-Time Fall Term Freshmen to High School Graduates Preceding Spring	Percentage of Full-Time Fall Term Sophomores to Full-Time Freshmen of Preceding Fall Term	Percentage of Part-Time and Unclassified Students to Total Full-Time Students Same Term	Percentage FTE to Total Number of Students in Credit Programs	Percentage of Voc-Tech. Students to Total Students in Credit Programs	Percentage Grand Total of Credit & Non-Credit Programs to Number Enrl. in Credit Programs	Percentage ADA to Enrollment in Non-Credit Programs
1	25.50	-	71.0	85.0	14	101	11.85
2	33.21	62.30	72.0	83.4	15	102	11.85
3	33.30	51.48	90.0	79.3	16	103	11.85
4	38.87	59.76	86.0	71.0	17	105	11.85
5	42.31	62.45	83.0	75.0	18	107	11.85
6	49.61	60.18	80.0	78.5	19	110	11.85
7	63.19	55.66	77.0	79.0	20	113	11.85
8	69.21	44.37	78.0	79.0	21	115	11.85
9	72.50	45.00	78.0	79.0	22	117	11.85
10	75.00	45.00	78.0	79.0	24	122	11.85
11	75.00	45.00	78.0	79.0	24	122	11.85

SOURCE: Planning for the Future Development of Hillsborough Junior College, by The Associated Consultants in Education

TABLE 3.3

Estimates of Enrollment Potential by Designated Categories
Pasco-Hernando Community College

Year	College Credit				Non-Credit		Grand Total	
	General Enrollment	Technical Enrollment	Total Credit Enrollment	FTE[a]	Enrollment	ADA[b]	Enrollment	ADA
1973-74	798	120	918	766	18	2	936	768
1974-75	1028	164	1192	945	36	4	1228	949
1975-76	1468	250	1718	1220	86	10	1804	1230
1976-77	1819	327	2146	1610	150	18	2296	1628
1977-78	2171	412	2583	2028	258	31	2841	2059
1978-79	2915	583	3498	2763	455	54	3953	2817
1979-80	3535	742	4277	3379	642	76	4919	3455
1980-81	4188	921	5109	4036	867	103	5976	4139
1981-82	4696	1080	5776	4563	1155	137	6931	4700
1982-83	5139	1233	6372	5034	1466	174	7838	5208

[a]Full-Time Equivalent

[b]Average Daily Attendance

accessible to potential students. For example, based upon these data, the enrollment potential for the Pasco-Hernando Community College in 1982-83 is 7,838. However, the state of program development and the availability of staff and facilities may limit the enrollment of the college at some point less than its enrollment potential.

In addition to reporting enrollment potential, Table 3.3 shown enrollment in credit courses converted to FTE (full-time-equivalent) students and the grand total of credit plus non-credit enrollments converted to ADA (average daily attendance) which conversions are useful for budget and physical plant planning. These figures equate numbers of students to a common base, that is, the amount of course work a student who carries a full load would take. Such figures can be converted to hours of classroom use and amount of instructional and instructional support facilities. On the other hand, enrollment figures, which are also shown in Table 3.3, are useful for determining the volume for the services which are more directly related to the number of individuals served, that is, services such as registration, food service, and parking.

Tables 3.4 and 3.5 are revised forms of Tables 3.2 and 3.3. These revisions are based upon the first year of actual experience in the Pasco-Hernando Community College. The points of variance were found in the first and third categories. As Table 3.2 notes, based upon the history of the junior colleges in Florida, one would expect a community junior college to enroll 25.50 percent of the high school graduates of the preceding Spring in the first year of operation. Further, based upon experience, one would expect the number of students enrolled in part-time and unclassified studies to equal 71.0 percent of the number enrolled in full-time studies. Tables 3.2 and 3.3 are based on that initial assumption. However, in actual experience during the first year of operation, Pasco-Hernando Community College enrolled only 13.3 percent of the high school graduates in Pasco and

TABLE 3.4

Relationships Among Various Components of Junior College Enrollment Used for Estimating the Enrollment Potential of Pasco-Hernando Community College (Revised)

Year of Operation	Percentage of Full-Time Fall Term Freshmen to High School Graduates Preceding Spring	Percentage of Full-Time Fall Term Sophomores to Full-Time Freshmen of Preceding Fall Term	Percentage of Part-Time and Unclassified Students to Total Full-Time Students Same Term	Percentage FTE to Total Number of Students in Credit Programs	Percentage of Voc-Tech. Students to Total Students in Credit Programs	Percentage Grand Total of Credit & Non-Credit Programs to Number Enrl. in Credit Programs	Percentage ADA to Enrollment in Non-Credit Programs
1	13.3	-	81.0	85.0	14	101	11.85
2	17.29	62.30	81.0	83.4	15	102	11.85
3	17.34	51.48	101.0	79.3	16	103	11.85
4	20.24	59.76	96.0	71.0	17	105	11.85
5	23.03	62.45	92.0	75.0	18	107	11.85
6	25.83	60.18	88.0	78.5	19	110	11.85
7	32.90	55.66	84.0	79.0	20	113	11.85
8	36.03	44.37	85.0	79.0	21	115	11.85
9	37.74	45.00	85.0	79.0	22	117	11.85
10	39.04	45.00	85.0	79.0	23	120	11.85
11	39.04	45.00	85.0	79.0	24	122	11.85

TABLE 3.5

Estimates of Enrollment Potential by Designated Categories
Pasco-Hernando Community College (Revised)

	College Credit				Non-Credit		Grand Total	
Year	General Enrollment	Technical Enrollment	Total Credit Enrollment	FTE	Enrollment	ADA	Enrollment	ADA
1973-74	436	65	501	418	10	1	446	419
1974-75	567	91	658	522	20	2	587	524
1975-76	780	133	913	648	46	5	826	653
1976-77	989	178	1167	875	82	10	1071	885
1977-78	1156	220	1376	1080	138	16	1294	1096
1978-79	1564	313	1877	1483	247	29	1811	1512
1979-80	1913	402	2315	1829	347	41	2260	1870
1980-81	2266	499	2765	2184	470	56	2736	2240
1981-82	2540	584	3124	2468	625	74	3165	2542
1982-83	2781	667	3448	2724	759	90	3540	2814

Hernando Counties from the preceding Spring in its full-time program, and in actual experience the number of part-time and unclassified students equalled 81.0 percent of the full-time enrollments. These adjustments are shown in the revised Tables 3.4 and 3.5. The percentages which follow in each of these two columns were then adjusted to statistically coincide with the corresponding percentages in Tables 3.2 and 3.3

As a result of these adjustments, the estimate of enrollment potential, as shown in Table 3.5, was reduced significantly. Both of these sets of data must be considered in the Pasco-Hernando Community College plans for the future. The percentage of high school graduates enrolled for the first time must be computed each year, and the results compared with Tables 3.2 and 3.3 until a trend is established, and it can be determined which set of data more nearly represents the actual experience in the Pasco-Hernando Community College.

Table 3.6 is based upon the data in Tables 3.2 and 3.3. It shows the enrollment and ADA potential for each of the three major divisions of territory which the Pasco-Hernando Community College serves. The Hernando County division includes all of Hernando County. West Pasco includes the Port Richey and New Port Richey divisions, or that area of the county West of Highway 41. East Pasco includes all other census divisions in the county, or that area East of Highway 41. The population estimates for each of these three divisions were taken from Tables 2.6 and 2.9 of Chapter II of this report. These were then computed as a percentage of the total population for the two county area. This table, then, is based upon the assumption that each of these three divisions will contribute to the enrollment potential of Pasco-Hernando Community College in proportion to its percentage of total population. For example, the projected population of Hernando County in 1977 is 27,594, or 17 percent of the total projected population for the two counties. If Hernando contributes to the enrollment potential in proportion to its population, then one can

TABLE 3.6

Estimates of the Grand Total Enrollment and ADA Potential for Hernando County, East Pasco County and West Pasco County for the Years 1977-78, 1982-83 and 1990-91

Year	Hernando County		East Pasco County		West Pasco County		Grand Total	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
1977-78	483	350	1023	741	1335	968	2841	2059
1982-83	1254	833	2900	1927	3684	2448	7838	5208
1990-91[a]	1214	806	3052	2028	3870	2571	8136	5405

[a]Based on the rate of 20 enrollees per 1,000 population projected for 1990

expect 17 percent of the grand total enrollment (2,841) in the Pasco-Hernando Community College in 1977-78 to come from the Hernando County division. This percent may also be applied to the ADA. Thus, as Table 3.6 shows, in 1977-78 it is expected that Hernando County will contribute 483 students and an ADA of 350 to the Pasco-Hernando Community College.

The grand total enrollment for 1990-91 was computed on the basis of estimated enrollments of 20 per 1000 general population. Once this ratio was determined, that proportion was applied to the projected grand total population of the two counties for 1990 (Chapter II, Table 2.6).

Table 3.7 is a revised form of Table 3.6 based upon the revised data of Table 3.4 and 3.5. The statistical procedures are identical except that the college's potential enrollment for 1990 was computed on the basis of estimated enrollments per 1000 general population in 1982-83.

SUMMARY AND CONCLUSIONS

Based upon the data presented in this chapter, the Pasco-Hernando Community College can expect a maximum enrollment of 7,838, with an ADA of 5,208 by the year 1982-83. The minimum expected enrollment and ADA for 1982-83 are 3,540 and 2,814, respectively. There are operant forces in these two counties to warrant arguments for each of these two extremes. A careful examination of the data presented in Chapter II supports this. For example, although the population in this area is growing at an accelerating rate, a large percentage of the growth must be attributed to the in-migration of retired persons. This age group may not contribute significantly to the enrollment potential of the community college. On the other hand, the service personnel attracted to this area as a result of the demands of a growing population will increasingly contribute to the enrollment potential.

Further, it is not yet known what effect the "college without walls" concept will have upon the communities it will serve. It seems reasonable to assume that Pasco-Hernando Community College should be

TABLE 3.7

Estimates of the Grand Total Enrollment and ADA Potential for Hernando County, East Pasco County and West Pasco County for the Years 1977-78, 1982-83 and 1990-91 (Revised)

Year	Hernando County		East Pasco County		West Pasco County		Grand Total	
	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA	Enrollment	ADA
1977-78	220	186	466	395	608	515	1294	1096
1982-83	566	450	1310	1041	1664	1323	3540	2814
1990-91	916	650	2258	1604	2930	2080	6104	4334

expected to grow as rapidly as the "average" junior college in Florida, especially as the college gains in prestige and expands in program and housing. However, Tables 3.8 and 3.9 are designed to demonstrate that at least in 1971 neither Pasco nor Hernando Counties were contributing their proportionate share of first-time-college on-campus enrollees in institutions of higher learning. Table 3.8 shows that the combined 1970 populations of Pasco and Hernando Counties represented 1.36 percent of the states' total population for that year. Table 3.9 shows that these two counties contributed only .61 percent of the first-time-college on-campus enrollees. Of course, having a college located in their midst should make a significant difference in their total contribution.

TABLE 3.8

The Population of Pasco and Hernando Counties, Shown as A Percentage of the Total Population of Florida, 1970

County	1970 Population	Percentage of Total Florida Population
Hernando	17,004	.25
Pasco	75,955	1.11
Total	92,959	1.36

TABLE 3.9

Origin of Florida First-Time-College On-Campus Enrollment for Hernando and Pasco Counties, Fall 1971

County	State University System	Public Community Colleges and Junior Colleges	Private Baccalaureate and Degree-Granting Institutions	Private Junior Colleges	Total	Percentage of Total
Hernando	12	39	20	2	73	.15
Pasco	54	127	32	6	216	.46
Total	66	166	52	8	289	.61

SOURCE: Enrollment in Florida's Institutions of Higher Learning, Fall 1971, by the Office of the Board of Regents

IV

CURRICULUM AND INSTRUCTIONAL PROGRAM

INTRODUCTION

This section of the study deals with the long term development of education programs for Pasco-Hernando Community College. The Board of Trustees has resolved to take education programs to every corner of the college district. The implementation of this policy will necessitate continuing study of all facets of the educational program to maintain the vitality and flexibility inherent in such a policy. Major emphasis will, of necessity, be given to the Adult and Continuing Education programs which should be planned and conducted district wide in terms of long range community needs and as an integral part of the total college program.

EDUCATIONAL PROGRAM

The educational program of Pasco-Hernando Community College must be viewed as an outgrowth of basic educational policies of the Board of Trustees of the college. On March 30, 1972, the governing board of Pasco-Hernando Community College adopted three fundamental policy statements which should serve as the basis of educational program development in the Community College district. These statements provide guidelines for both the present and the future. These are summarized as follows:

1. A comprehensive community college will provide for the educational needs of youth and adults within the district of Pasco and Hernando Counties.
2. To meet stated objectives, the program will include:
   a. A college transfer curriculum
   b. An occupational curriculum
   c. A developmental curriculum
   d. A continuing education curriculum
   e. Community services

f. Guidance and counseling services

3. Every corner of the district will be served while providing opportunities for courses to be taught wherever they are needed.

The concept of the community junior college is frequently termed "an idea whose time has come." The idea - one institution which serves the total range of post-secondary educational needs of its constituents - has proved difficult to implement. A major difficulty in the process of implementation is the accessibility of educational opportunities to the constituency of the college. Single or multiple fixed campus locations coupled with the traditional college schedule, either semester or quarter, tend to mitigate against full accessibility to educational opportunity. Too often, the response of the two-year college to the basic question of who shall be served has favored those who enroll at the beginning of a term in a program located on a fixed campus.

The Board of Trustees of Pasco-Hernando Community College has clearly and unequivocally stated an intention to provide educational opportunities on a district-wide basis. The commitment to carry educational programs "wherever they are needed" within the District represents a major challenge to the staff of Pasco-Hernando Community College. The educational program to be developed by the college must be structured in much broader terms than that of a single campus location. Further, implicit in the concept of a "campus without walls" is the idea of a range of student entry and exit points, appropriate to the needs of individual enrollees.

The educational program proposed for Pasco-Hernando Community College is derived from the philosophy, objectives, and statement of commitment of the Board of Trustees. It reflects the concept of a district-wide campus organized around variable student entry.

COMPONENTS OF THE EDUCATIONAL PROGRAM

The statement of objectives of Pasco-Hernando Community College requires the development of the following major components of the instructional program:

1. College transfer
2. Vocational-Technical
3. Developmental
4. Continuing Education
5. Community Services
6. Guidance and Counseling

While elements of each of these program areas may become operational at many sites throughout the district, planning for the program at the base location for the college operation requires the projection of program elements to be included. As a broad frame of reference for planning purposes, an instructional model is presented in Table 4.1 for 1,000 full-time equivalent student enrollments. The model is based on the Board of Trustees' stated objectives and reflects the occupational and educational trends of the community. It was developed after analyzing comparable programs in other colleges and modified to more nearly suit the needs and trends of Pasco and Hernando Counties.

COLLEGE TRANSFER

Purpose

As the objectives of the college indicate, the purpose of this program is "to prepare the individual to continue his education beyond the community college level." Thus college transfer programs and courses are designed to parallel the first sixty to sixty-four semester hours of baccalaureate degree programs offered by four-year colleges and universities. Further, some college transfer courses may be utilized in support of other programs. General education courses may be used in support of either occupational or general studies degree programs.

The Associate in Arts Degree

Pasco-Hernando Community College has a well-defined Associate in Arts degree

TABLE 4.1

Instructional Program Model
for 1,000 FTE Students
Pasco-Hernando Community College

Subject Area	Total Percentage Clock Hours	Student Clock Hours	Average Class Size	Number of Class Hours
Agriculture	1.0	160	24	6.67
Architecture and Environment	1.0	160	30	5.33
Biological Science Class	2.6	416	40	10.40
Lab	2.2	352	24	14.67
Business and Management	8.0	1,280	24	53.33
Communications	14.0	2,240	24	93.33
Education	1.0	160	24	6.67
Engineering	1.0	160	24	6.67
Fine Arts	3.5	560	24	23.33
Foreign Language	1.4	224	30	7.47
Law	1.0	160	30	5.33
Mathematics	6.0	960	24	40.00
Physical Education	2.2	352	30	11.73

TABLE 4.1 (Continued)

Subject Area	Total Percentage Clock Hours	Student Clock Hours	Average Class Size	Number of Class Hours
Physical Science				
Class	4.0	640	30	21.33
Lab	2.0	320	24	13.33
Psychology	2.0	320	30	10.67
Social Science	12.0	1,920	30	64.00
Agri-Tech	1.0	160	20	8.00
Office Occupations	10.2	1,632	24	68.00
Trade and Industry	5.9	944	20	47.20
Public Service	1.0	160	24	6.67
Technical	2.5	400	20	20.00
Community Education	14.5	2,320	30	77.33
Totals	100.0	16,000	--	621.46

program designed to fulfill the objective of college transfer. The degree program requires completion of sixty semester hours including a thirty-six semester hour program of general education. Table 4.2 contains a summary of the current Associate in Arts degree requirements of the college. The program as planned by the college staff is consistent with prevailing community college practices. The instructional program model shown in Table 4.1 reflects the college transfer program as presented in Table 4.2.

Issues

While the college transfer program of Pasco-Hernando Community College is well defined for an institution with less than one year of operating experience, there are several issues implicit in this program. These issues may be created by the service aspects of the college, the assimilation of adults in an Associate Degree Program who graduated from High School Equivalency Adult Program, from the "Open Door" admissions policy, or from other adult 'feeder' programs. In any event, the recommendations presented below represent optimum educational practices for a community college.

1. Explicit course objectives should be developed for each course where the student who successfully completes them will have the maximum chance for success either in subsequent courses or in employment. Provision should be made for a student to 'challenge' a course when he believes he possesses the competencies required to successfully complete it.
2. Course entry expectations or prerequisites should be carefully developed and communicated to students and faculty. Obviously, these requirements should be in keeping with the philosophy of the college. Alternate courses should be available in the Developmental Program for those students who cannot meet the entry level.
3. College transfer courses must be articulated with the institutions who receive the transfers and the high schools and adult programs who supply the students.
4. Transfer courses in General Education should reflect student and community needs. Course development procedures should provide

TABLE 4.2

Summary of Associate in Arts Degree Requirements and Projected Course Offerings
Pasco-Hernando Community College

Area	Course Offerings	Semester Hour Requirements	Projected Semester Hour Offerings
I	Communication	6	6
II	Mathematics	3	12
III	Science	9	23
IV	Humanities	6	6
V	Social Sciences	9	30
VI	Behavioral Sciences	3	9
VII	Electives based on Transfer Objective	24	64

adequate safeguards for the implementation of general education objectives in transfer courses.

5. Alternative approaches to teaching communication skills and humanities should be explored.

Communications

For the transfer student this should be a two semester course of study for a total of six semester hours in the freshman year. Logical thinking and expression in oral and written work should be the focus of this course sequence. The writing of sentences, paragraphs and the preparation of reports and papers, statistical and narrative, are the principle concerns of the content of this course. A basic course in speech, which is required in many college parallel courses, is also a foundation course in the communications curriculum.

Social and Behavioral Sciences

The study of human behavior, social institutions and adjustment to family and group living should be provided for students through a twelve semester hour requirement. Additionally a foundation should be provided for those who plan to major in history, psychology, or sociology in their baccalaureate program. Thirty or more semester hours will be provided in the total program with a required sequence of twelve hours in history, psychology and sociology. Specialized courses such as Child Development, Marriage and the Family, Florida History, Geography and Anthropology will provide courses for enrichment and adult education. Also, the social and behavioral sciences will provide support courses for majors in occupational curricula, diploma programs and other specialized purposes.

Humanities

The "total" community education concept adopted by Pasco-Hernando Community College will enhance and extend the humanities program. While Florida junior colleges, generally, offer a two semester

program in humanities, student demand at Pasco-Hernando Community College is expected to exceed this minimum. Older student groups normally will take more courses for personal growth and enrichment. It is anticipated that there will be a greater demand for such courses as art, music, drama, and ceramics for this reason.

Sciences

Physical Science. The physical science course of study at Pasco-Hernando Community College will provide for the engineering students through the normal sequences of physics and chemistry and for the non-engineering student through physical science courses designed to teach about man and his environment, earth sciences and so on.

Biological Science. The biological sciences course of study also will offer a specialized sequence for the science major through biology and zoology and a general course for the student who does not plan to major in biology. The general course should deal with the basic biological principles which treats man in relation to the total ecological environment.

Mathematics

The mathematics program should include courses usually offered in the lower division of a state college or university. College algebra, trigonometry, analytic geometry and calculus will be offered for the mathematics major or part of scientific and engineering programs. College algebra and trigonometry would be the normal requirement for college parallel students in programs other than engineering and science.

OCCUPATIONAL PROGRAMS

A wide range of occupational programs should be offered by the Pasco-Hernando Community College. These offerings should be based on occupational surveys and projected employment needs of the service area. The occupational curriculum is an important component of the college's

educational program. The curriculum should be planned to prepare students for immediate employment, although a student may continue for a baccalaureate degree.

Various factors should be considered in the detailed planning for occupational curricula. Such factors may include:

1. The ability of the district to finance various programs.
2. Projections for employment - growth of the labor force - population expansion and other factors.
3. Potential student enrollment over a period of time in various programs.
4. The turn-over of workers in various occupations and the potential for employee growth in these industries.
5. The kinds of employment available at present and projections for the future.

The Associate in Science Degree

The policies of Pasco-Hernando Community College provide for the award of an Associate in Science Degree. This degree requires completion of sixty semester hours earned in either a vocational or technical program. A fifteen semester hour core consisting of six semester hours of communication skills, six semester hours of social sciences and three semester hours of behavioral sciences is required. The balance of the program must be earned from an approved technical or occupational program.

Present Offerings

The present curricula approved by the college include:

1. Associate in Science in Business. Options available include:
   a. Accounting
   b. Banking
   c. General Business
   d. Real Estate
   e. Secretarial Science
2. Associate in Science in Law Enforcement.
3. Associate in Science in Agri-Business Technology.
4. Associate in Science in Building Construction Technology.

5. Associate in Science in Food Service Technology.

The curriculum for each program is consistent with the programs developed by surrounding community colleges in Florida and appears adequate.

Certificate Program

The college presently offers two certificate programs. The Food Service Program requires thirty semester hours work and the Real Estate Program requires fifteen semester hours. Each program is designed to meet occupational requirements in the two fields. Both programs may be incorporated into an Associate in Science Degree program, thus establishing a career ladder for trainees.

Surveys of Local Needs

All programs developed are consistent with surveys of local employment needs undertaken to determine the feasibility of establishing Pasco-Hernando Community College. Several factors must be considered as the college moves beyond that enrollment:

1. Any change in the existing patterns of operation of secondary vocational education programs in Pasco-Hernando County schools should be coordinated with community college programs. Similarly, any changes in adult education organization in Hernando County must be coordinated with college programs.

2. Post-secondary occupational programs should be coordinated with secondary vocational offerings to provide career ladder opportunities. Similarly, certificate programs which may be utilized as a part of Associate in Science programs should continue to be developed.

3. Health-related occupations curricula should be initiated only after study of district needs and a survey of the adequacy of clinical facilities. An allied health planning task force comprised of laymen and college staff should be helpful in exploring this area of opportunity.

4. Use of industrial and other

facilities in occupational curricula should continue to be explored by the college. The correlation of district needs with available space for training to meet those needs must continue to be an on-going process for college personnel. The college should develop an inventory of possible training sites and anticipated program needs on a district-wide basis.

Employment Patterns

The 1970 Census data for both Pasco and Hernando Counties reflect the changing nature of employment and indicates certain trends that are important in assessing the occupational curriculum needs of the college. The need to prepare technicians for the health professions and curricula for service workers are examples of potential future needs to be served by the college programs. Another occupational specialty requiring college lead training programs is construction craftsmen.

Table 4.3 gives a break-down of employment in Pasco and Hernando Counties by occupational category and can be used as a guide in developing an occupational curriculum for the college.

Advisory Committees

Pasco-Hernando Community College has been successful in achieving lay involvement in the initiation of present curricula. In order to continue the participation of lay persons in curriculum development, a formal system of program advisory committees must be developed. Systematic utilization of program advisory committees will become increasingly important as the college matures.

Program Objectives

As Pasco-Hernando Community College grows, additional program objectives will be developed and refined. Terminal objectives for Associate in Science and certificate programs should be explicitly stated for new and additional curricula. These objectives should not be inferred from projected curricula. Rather, these curricula should be revised to maximize contributions of projected courses to

TABLE 4.3

Employment by Occupational Categories
Pasco and Hernando Counties

Occupation	Pasco	Hernando	Totals
Health Workers, except Practitioners	205	104	309
Technicians, except Health	138	28	166
Managers and Administrators, except Farm	1,650	449	2,099
Sales Workers	1,567	304	1,871
Clerical and Kindred Workers	2,425	781	3,206
Automobile Mechanics - Body Repairmen	340	86	426
Mechanics and Repairmen other than Auto	471	150	621
Metal Craftsmen	155	15	170
Construction Craftsmen	1,416	391	1,807
Other Craftsmen	927	206	1,133
Manufacturing and Industrial Operatives	2,083	444	2,527
Transport Equipment Operatives	964	354	1,318

TABLE 4.3 (Continued)

Occupation	Pasco	Hernando	Totals
Laborers-Construction, Freight and Other	895	346	1,241
Farmers and Farm Managers	279	176	455
Farm Laborers and Foremen	1,266	286	1,552
Cleaning Service Workers	353	107	460
Food Service Workers	596	233	829
Health Service Workers	306	128	434
Personal Service Workers	252	48	300
Protective Service Workers	180	82	262
Private Household Workers	254	123	377

SOURCE: Based on U. S. Census, 1970

terminal objectives. Course development procedures described in the final section of this chapter should be applied to individual courses in occupational curricula.

Program Development

Pasco-Hernando Community College has utilized the techniques of initiating occupational curricula through offerings directed toward part-time students. Subsequently, these curricula are to serve both full-time and part-time students. Several advantages accrue from this approach. Enrollment potential can be confirmed without the extensive investment required for initiation of full-time curricula. Many part-time students may be presently employed in fields related to course offerings and can be of assistance in helping to relate new offering to needs in their area of employment. Similarly, instructors may be drawn on a part-time basis from business and industry and can offer help in relating instruction to local conditions.

While this approach to curriculum and program development offers advantages, college personnel must be aware of its shortcomings. Occupational curricula should be developed to serve local needs. However, mobility of population and regional or national criteria for occupational proficiency must also be considered in curriculum development. Over-reliance upon part-time instructional personnel can lead to programs that over-emphasize local conditions and needs at the expense of student needs. Utilization of broad band program advisory committees and continuing involvement of full-time college staff in curriculum development can give part-time instructors the support necessary to meet both local and student needs.

Developing full-time curricula from part-time offerings is a sound method of occupational program development. As the college continues to grow other approaches to program development will be required. For example many allied health curricula require full-time enrollment and must be planned to be full-time from the outset.

Allocation of college staff time to planning full-time offerings will become increasingly important as the college matures.

DEVELOPMENTAL EDUCATION

Pasco-Hernando Community College is committed to serve the post-secondary educational needs of all citizens in its service district. In serving these needs the college has developed an "open door" admissions policy. Many students may aspire to take curricula or courses for which they are not prepared. In order to effectively serve all persons who enroll in the college, opportunities must be provided for individuals to gain the skills and knowledge required to successfully meet individual objectives. The developmental curriculum is planned to serve this purpose.

Issues

Several fundamental issues must be resolved by the faculty of Pasco-Hernando Community College if an effective developmental curriculum is to be provided.

1. How does the college propose to identify developmental needs of students?

Two processes should be undertaken at once by the college staff. First, instructional personnel should begin development of criteria which indicates successful completion by students of courses and curricula. These criteria can be used by students and counselors in making course placement decisions. Secondly, the student personnel services staff should seek to identify locally relevant prerequisites for courses and programs. Further, student services personnel should develop a means of identifying developmental needs in program and/or course prerequisites. This information is vital for individual student decision-making.

2. Who will make program and/or course placement decisions?

The present position of administrative personnel is quite clear. Individual students will assume this responsibility.

If this practice is to be continued, then counseling personnel and the instructional staff must have sufficient information about the student and the course as a basis for decision-making. College staff must anticipate the development of several internal pressures which will come with this position. First, as high per-student cost curricula, such as associate degree nursing, are instigated, the focus of placement decisions will tend to shift to faculty rather than prospective students. In other colleges criteria for admission to individual programs have been prepared and, as a result, the institutional policy can become "open admission" to the college with selective admission to individual programs. A second problem will develop if members of the teaching faculty become frustrated by large numbers of "unqualified" students placed in existing courses. Effective student decision-making can minimize this problem.

3. Can adequate counseling services be provided?

Pasco-Hernando Community College will be unable to maintain the position of charging individual students with course and program placement decisions unless adequate counseling services are provided. It is unlikely that a faculty advisement system which uses instructional personnel in counseling roles will achieve the desired end of effective student decision-making; thus an adequate number of professional counselors will be required. The large part-time and adult enrollment of the college will make delivery of this service very difficult. This difficulty probably will be compounded by the district-wide campus concept.

An Alternative Approach

Many community colleges utilize a system of selective program admission within an "open door" institution. The faculty of Pasco-Hernando Community College should consider this approach to course and/or program placement. In order for the selective program admission concept to be effective, certain basic conditions must exist:

1. Course and program outcomes must be stated in behavioral terms. These behaviors should be measurable.
2. Prerequisite behaviors must be similarly specified and observable.
3. Admission decisions are made by professional staff based upon evidence of entry behavior which indicate a reasonable likelihood of student success.

In considering this approach as a possible alternative faculty must raise and resolve the following questions:

1. Can entry behaviors which indicate success be described and measured by faculty of the college?
2. Is adequate planning time available to develop behavioral objectives? Does the faculty have skill in objective preparation?

As Pasco-Hernando Community College grows in enrollment and in complexity of programming, this approach may appear increasingly attractive. The pressures to develop selective admissions to programs will likely lead toward this alternative. Committment of all faculty to "open admissions" to all programs and a counseling program which delivers effective decision-making by enrollees will be required if the focus of placement and/or program admissions decision-making is to remain with students.

The Developmental Program

In addition to individual counseling services previously discussed the developmental program of Pasco-Hernando Community College should have three basic components: a personal development course, skill development courses, and learning labs.

The Personal Development Course

While many students will have skill deficiencies, remediation of inadequate educational preparation is not enough. A student's understanding of self is a basic element in educational success. This course should provide opportunities for students to develop knowledge and insight into their behavior and to utilize these learnings as a basis for personal and

educational planning. A more appropriate title for the course should be developed by the student services staff as the course is planned. Course objectives should be correlated with individual counseling services provided. Consideration should be given to requiring the personal development course of all students. Another approach is to utilize the course as an elective and defer the decision regarding requirement until the effectiveness of the course is demonstrated.

The responsibility for planning and teaching this course should rest with the student services staff. Other faculty should be involved in planning and could be used as resources in the teaching of the course.

Learning Labs

The instructional services provided by the learning lab are built upon the concept of individually prescribed programs appropriate to the learning needs of individual students. After a student's particular developmental needs have been identified either by counseling, instructors, and/or the student, specific learning objectives for the student are developed. With the assistance of a learning lab teacher, a self-paced, individualized instructional program is planned. The student thus works toward the accomplishment of his learning objectives utilizing the prescribed materials. In this process, the learning lab teacher continually assists the student in monitoring his progress and providing both technical assistance and personal support.

Effective learning lab operation requires an extensive quantity of instructional materials. For example, learning labs at Pasco-Hernando Community College should be developed to serve a range of educational background from non-reading adults to college graduates. Initially materials should be confined to reading, communication skills, and arithmetic skills. As the labs develop, materials appropriate to support all instructional activities of the college should be included.

While a learning lab is essential at

the college's base campus, similar operations will be needed at other college centers. It seems desirable to organize learning labs as a part of the instructional resources program of the college so that library, media, equipment, and learning lab services can be provided as coordinated functions for the entire district.

Skill Development Courses

Development instruction should also be organized on a class or group basis. While the instructional mode in a skill development course may be individualized programming similar to learning lab activities, economy of professional time coupled with the need of many students for structured group learning situations makes group instruction an effective means of developmental programming.

Pasco-Hernando Community College currently offers "compensatory" courses in English and mathematics. The college should consider restructuring the English course to concentrate on communications skill development. Non-traditional approaches to teaching written and oral communication skills should be the thrust of this course. Mathematics, or more appropriately arithmetic skill development, courses should provide individual learning programs within a group situation. The college should move at once to develop a reading skills development course using the individual learning program approach. The learning labs should support these courses with materials and with opportunities for individual work beyond structured class time.

Need for Program

The need for developmental programming at Pasco-Hernando Community College cannot be quantitatively defined at this time. The experience of other "open door" community colleges has been that compensatory opportunity may be required for as many as 40 percent of the enrollees. The development of an effective system for identification of developmental learning needs of students must be the basis for projecting programs.

The college must move at once to develop criteria for the identification of developmental needs. Institutional research activities directed toward determining quantitative program needs can then be undertaken.

COMMUNITY SERVICES AND CONTINUING EDUCATION

Community services and continuing education are basic activities of all components of the instructional program of the college. While college transfer, occupational and developmental education are separately described, each of these programs provides opportunities for continuing education. Similarly, the willingness of the college to design and to deliver any of these programs to locations appropriate to learners provides the basis for community services.

Existing Program

The degree, Associate in General Studies, provided by the college offers an open, flexible opportunity for students, particularly adults, to design their own curriculum. Only one course, American Government, is required for this degree. The Certificate in General Studies offers an intermediate recognition to the enrollee. Through provision of the "Special Student Non-Degree Seeking" classification, persons can enroll in courses to meet personal needs. No information such as high school graduation or G.E.D. equivalancy is required for admission. Pasco-Hernando Community College utilizes continuing education units (CEU) as a basis for recognizing work in community service courses. The fact that 82 percent of the college's fall enrollment in 1972 was by part-time students is an indication of the willingness of the college to respond to the needs and interests of the community.

Program Philosophy

Our democratic way of life will be improved through continued education of all our citizens. It should be the right and privilege of every citizen to be afforded opportunity for optimum develop-

ment of his or her potentialities through employment of any educational facility available.

Adult education is the learning achieved by adults during their mature years--not a continuation of childhood learning, but new learning. Its purpose, then, is to make adults aware of individual and community needs and to provide an educational program enabling them to cope with such problems. Education helps enrich the lives of adults and is a major factor in fostering better adjustments to personal, social and economic needs and obligations.

Program Goals

The purpose of the program of community services is to extend opportunities for improved living to all adult citizens. It should be available to all adults in Pasco and Hernando Counties no matter how limited or extended his formal schooling. To those who have left school, it extends an opportunity to regain what they have forfeited, to grow and to become better citizens, parents and workers. The program has therapeutic value in that it provides opportunities for people to create. Additionally, persons who are in the program have an opportunity to associate with others having similar interests.

Adult education programs should help people develop toward the intelligent and objective thinking necessary to solve the ever-increasing political and social problems which confront society today.

Program Objectives

The purpose of the extended program is to provide learning experiences which will help each adult to continue his education and develop his potentialities. Learning experiences should be designed to stimulate the growth of the individual culturally, morally, spiritually, and democratically, thus enabling him to become a well-adjusted and useful citizen. The student should be provided opportunities to:

1. Acquire basic academic skills.
2. Become more vocationally efficient.

3. Understand his responsibilities as a citizen by emphasizing interest and participation in national, state and local affairs.
4. Develop cultural and aesthetic appreciation.
5. Develop an understanding of the attitudes and personal adjustments necessary for successful home life and family relationships.
6. Learn the need for good health and physical fitness.
7. Become a critical thinker, capable of sifting information and making proper decisions.
8. Develop emotionally, morally and socially in order to be better able to cope with life's problems.
9. Obtain continuing education, basic, developmental, vocational, technical or college parallel consistent with personal interests, abilities and needs.
10. Provide an atmosphere for the re-establishment, reinforcement and extension of previous learnings.

While these objectives obviously apply to all divisions of the college, they are listed as an affirmation of Continuing Education Division of the college to underline the college's belief that a community college serves all the people, day or evening, through a wide variety of offerings, credit or non-credit, academic or vocational.

Program Principles

The establishment of the college's community services program is based on the following principles:

1. The campus of Pasco-Hernando Community College extends over the entire two county area.
2. The program is designed to bring the community to the college and extend the resources of the college to the community.
3. The educational program of the college will involve more than formal classroom instruction.
4. The program of community services will extend and expand existing community services.
5. The college accepts the responsibility for community development through the use of unique resources that it possesses.

Thus, the community services program will assume a positive role offering classroom instruction, and additionally, provide a vital leadership function in

coordinating action programs for individuals and groups in the community. Many citizens of the two county area will have their only contact with the college through this program.

Operational facets of the Continuing Education program will develop in response to the need and requests of Pasco and Hernando County citizens. However, there is a need to develop planned programs for adults in a number of areas including adult basic education, the high school equivalency program and credit or non-credit courses.

Adult Basic Education

Perhaps more appropriately Adult Basic Education should be called developmental education for adults and should be designed to help adults reach job entry level skills for employment, self-improvement, high school equivalency or diploma programs, credentials for entry into employment. This program should provide a source of new students in the various Associate Degree and certificate level programs of the college. This program should operate primarily from learning centers utilizing individually prescribed instruction geared to the students learning and occupational goals. The same facilities and materials used in the developmental education program can be utilized in this program.

Evening College

This program includes credit and non-credit courses for youth and adults encompassing the entire program of the college. The same philosophy prevails for both day and evening classes. The only difference is the criteria for scheduling courses or activities so that they are offered at the most appropriate time for the students enrolled.

Non-Credit Courses (CEU)

This program is planned to meet the short term instructional needs of citizens without regard to credit, length of courses or time of beginning. Course offerings will vary from the relicensing

of pharmacists to a reading course for scientists and offered at times and places as required. The following list is illustrative of the kinds of activities that are appropriate activities for the continuing education unit:

Cultural

- Oil Painting
- Ceramics
- Art Appreciation
- Music Appreciation
- Applied Music
  (Piano, guitar, and so on)
- Community Chorus
- Community Symphony
- Little Theater
- Group Discussion Programs
  - Great Books
  - Great Decisions
  - Community Affairs

Crafts and Hobby

- Leather Craft
- Woodworking (Personal)
- Art Crafts
- Auto and Cycle Repair
- Household Maintenance
- Flower Gardening
- Flower Arranging
- Knitting
- Sewing
- Cake Decorating
- Gourmet Cooking
- Interior Decoration
- Conversational Foreign Languages
- Photography (Applied and Darkroom)

Recreational

- Bridge Lessons
- Social and Square Dancing
- Camping
- Games and Sports

Personal Enrichment

- Child Care
- Prenatal Care
- Driver Training
- Modern Math for Parents
- Gerontology Clubs
- Applied Reading and Study Courses
- Speed Reading
- Personal Law

Occupational

- Real Estate Sales
- Slide Rule
- CLCU Insurance Study
- Applied Professional Programs
- Re-licensing Program for Professionals
- One and Two Day Institutes for Farmers, Merchants, and so on dealing with specific topics related to occupational improvement.

Other Community Service Programs

Where a full-service community college has not existed before, it may be necessary to acquaint the community with the college program, inform the public that a function

of the college is continuing education and develop the idea that the college is a vital force in the life of the community. Several possibilities for accomplishing these purposes include:

1. A speaker's bureau for service clubs, women's clubs, agencies and organizations in the community.
2. A weekly newspaper column, radio and television programs on a continuing basis where programs are discussed or teachers and students interviewed.
3. Groups and clubs are invited to use the college facilities for evening meetings.
4. State, local and federal programs are coordinated for and in cooperation with other agencies.
5. Technical services are provided to agencies, business and industry as well as governmental units.

By planning such activities as a part of the community services program, the college will be able to assist with the development of the total educational program.

V

GOVERNANCE, ORGANIZATION AND ADMINISTRATION

The governance structure for any formal organization should be clearly established and understood by its membership and the various constituencies it serves. The organizational plan should establish role relationships of the members and define the general parameters of the duties and responsibilities that accompany each role.

The goals and purposes of an organization are generally accomplished through the efforts of several individuals. The membership of the organization should not expect to be consulted on every issue. Even if such a procedure was desirable, it is doubtful that a plan could be developed which would guarantee optimum participation and consultation. Effective governance, however, does rely upon a reasonable allocation of responsibility that makes the structure of authority generally acceptable to the constituency of the organization.

A college is a complex organization which includes board members or trustees, administrators, students, faculty, staff, alumni, legislators, public officials, and interested citizens. It is difficult to determine precisely how much influence any one of these groups can or will exercise in a given situation. There is, however, a clear indication that the credibility of the governance structure will enhance the support from these groups.

BOARD OF TRUSTEES

Formal organizations are generally legal entities. Without a well-established legal framework, it would be impossible for the organization to conduct the business necessary to accomplish its goals and objectives. The legal authority in most colleges and universities resides primarily in a lay governing board. Obviously, the

lay board cannot and probably should not be directly involved in all the decision-making of the institution. However, the board should develop guidelines and policies which are consistent with the goals and objectives of the college, thus enabling college officials to make decisions which will make it possible for the college to conduct its affairs and achieve its goals. Since the trustees have a tremendously important role, they should be selected on the basis of their capacity for deliberation, judgment and foresight. They should recognize that they will need to devote a considerable amount of time to their task.

Board Functions

Trustees have many responsibilities and serve many functions. Perhaps the single most important function is to select an effective president. Once this is accomplished, the board should work with the president in such matters as planning the long-range future of the college, developing policies and procedures and assisting the president in providing overall direction and leadership for the institution. The extent to which a board is involved in the day-to-day operations of a college will depend on many factors. However, one of the important functions which the board should perform concerns the concept of delegation of authority. What to delegate and how much remains ambigious at best and will, to a large extent, depend upon the amount of mutual trust which exists between the board of trustees and the administration. In any case, effective guidelines and written policies will contribute to a consistent mode of operation and reduce the amount of time required for board meetings. The board should emphasize its functions as a policy-making body. The responsibility and authority for the day-to-day operation of a college should be delegated to the administration. However, an effective administrator will keep the board well informed about the problems and accomplishments of the college.

Criteria for Effectiveness

There are many variables involved in considering the functions of a board of trustees. Criteria for establishing the overall effectiveness of the board include the following:

1. The authority and responsibility of the board, within the framework of state laws, are clearly defined and properly understood.
2. The board implements rules and regulations of the state and establishes procedures to fulfill legal responsibilities.
3. The board should not function as a rubber stamp, but it does acknowledge the president as its chief executive officer and concerns itself primarily with such matters as the development of written policy, evaluation, and planning.
4. The board of trustees functions as a unit in the best interest of the college.
5. The board keeps well informed about special studies, reports and other data which are relevant to the effective performance of its responsibilities.
6. The board schedules regular meetings which enables it to conduct the majority of its affairs. Special meetings, though necessary, should be held to a minimum and should deal with special needs. Closed or executive meetings, if absolutely essential, should be consistent with legal specification.
7. The credibility and success of any organization depends to a large extent upon the information provided to its constituency. The board should make continuous efforts to keep the public adequately informed and appropriately involved in the affairs of the college.

ORGANIZATION AND ADMINISTRATION

Organization and administration, though technically different, are interwoven, with each being somewhat dependent on the other. From a functional standpoint, it is difficult to separate them. Administration concerns itself primarily with the operation or actual management of the college which usually includes policy development and implementation, planning, coordinating, evaluating, development of programs and so on.

organization provides a series of structures through which the total college is administered and supervised. No specific administrative or organizational structure can guarantee the success of a college; however, it can enhance or impede progress. Both administration and organization are considered together in the section which follows.

Some criteria which indicate that a college is well organized and administered include the following:

1. The organization of the college illustrates that its functions can be logically achieved through appropriate allocation of responsibility and commensurate authority.
2. The parameters of position descriptions are generally well defined and communicate the allocation of work-load.
3. The college functions under clearly understood policies which provide directions for the intelligent use of personnel, facilities and overall management of the affairs of the college.
4. Leadership is held in high esteem and encouraged rather than merely regarded as a management function.
5. Adequate efforts are devoted to experimentation, evaluation and internal and external communications.

Chief Administrative Officers

Competent administrative personnel are essential to the success of any college. The careful selection of administrators is perhaps, the most important function performed at a college. This premise is justified on the basis that administrators are primarily responsible for making many recommendations and decisions which affect every aspect of the college. Inadequate administrative decision-making will impede the effectiveness of competent faculty and other personnel. Indeed, since administrators have much to say about who is to be employed, the implications appear self-

explanatory. Above all, it should be emphasized that administrative officers exist to facilitate the teaching-learning environment and to assist all personnel in the accomplishment of the goals of the college.

While it may be a truism that an organization is people working together to achieve goals and objectives, all personnel employed at a college are expected to perform certain tasks. The job specifications may be explicit or implicit, specific or general. Obviously, if the various role expectations are understood by all concerned, there is a greater chance for accurate evaluation and improvement.

No attempt will be made to delineate specific job descriptions for each of the chief administrative officers. However, attention to the general responsibilities and parameters of the various positions should provide perspective for the organization and administration of the college.

The President

The president of a college serves as the executive officer of the board of trustees. If the administrative structure of a college is the most visible aspect of the organization, then certainly the president is the most visible employee of the institution. The duties and responsibilities of the president specified by state statute plus the authority and responsibility delegated to him by the board of trustees make him responsible for virtually all aspects of the institution. He is responsible for the operation and development of the total institution. The monumental functions and responsibilities delegated to the president obviously require that he delegate responsibility and appropriate authority to other key personnel.

Lower level administrators will also need to delegate certain functions to individuals who are primarily responsible to them. Even so, the concept of delegation

does not decrease the ultimate authority of either the board of trustees or administrators granting it. One of the major premises of the concept of delegation is that those who delegate are sincere and those who accept delegation have the competence and courage to accomplish the objective. Mutual respect, flexibility to permit mistakes and supportive efforts for improvement are other important aspects of governance theory and delegation.

A list of duties and responsibilities of a college president are prescribed by state statute. (For example, see Florida Statute 6A-8.771). These plus additional duties and responsibilities delegated to him by the local board of trustees present a formidable set of tasks. These duties and responsibilities will not be reviewed here. However, a few comments concerning the role of the presidency are offered.

Important considerations related to the role of the president would include the following:

1. Although a president should have optimum autonomy in the operation of a college, he should provide information and leadership to the board of trustees. As the executive officer of the board, he should have available, or cause to be available, relevant information concerning the operation of the college.
2. The responsibility for the establishment of effective working relationships between the board of trustees and the president must be shared; however, the president is often the key to the success of such relationships. The president who has a hostile board needs no more trouble.
3. The president, perhaps more than any other administrator, must work effectively with those above him (the board) and with his professional colleagues. Maintaining credibility and balance with all concerned is one of the major keys to improving the college.
4. Since delegation of authority is

essential, the president must surround himself with a competent administrative team. While it is important for the president to have contact with as many individuals as possible within the organization, he must devote sufficient time to planning with those chief administrators who report directly to him.

5. The span of control of the president should be limited to approximately seven or eight persons. Regularly scheduled individual and group meetings are essential. The group meetings (administrative team) should provide opportunities for planning and sharing relevant information among the key administrators. Individual conferences provide opportunities to discuss problems not sufficiently broad to require the time of others.
6. Any one of several important areas such as academic affairs, student affairs, physical facilities, public relations and financial affairs could consume all of the time of a president. Careful budgeting of the use of time is important for all administrators. For the president of a college, deciding how to spend his time is crucial to the total institution.
7. Appropriate information and communication about the college should be provided to internal and external groups. While much of the communication program can be delegated, the leadership for the program is often demanded of the president. Faculty, students, administrators, staff, community groups, etc., generally desire the president's personal comments and presence as frequently as possible.

Finding enough time to accomplish his many responsibilities is one of the perpetual problems of the president.

Administrative Officers Who Report Directly to the President

There are some concepts, procedures and duties common to key administrators who report directly to the president. These include the following:

1. Each key administrator's office is an extension of the president's office. Therefore, it is imperative that the president and the administrators who report directly to him are mutually agreed to a broad and specific description of their area of responsibility and authority. The position description should be written and should conform to any legal specifications and requirements.
2. Each administrator works cooperatively with other units in maintaining coordinate relationships. Although each major office performs special duties, it should be emphasized that there are related functions which require cooperation, coordination and integration.
3. Each administrator exercises leadership in developing appropriate position descriptions for staffing, supervises individuals within his division and works cooperatively with his staff in developing plans and improvements.
4. Each administrator works closely with the president, keeps him informed, and makes recommendations to the president about plans, problems and accomplishments within his area of responsibility through regular and special reports.
5. Each administrator implements procedures which provide for systematic inputs from personnel within his area of responsibility concerning the development of policy which affects them. Students should not be ignored. Special provisions and procedures should be devised to encourage students to participate in the governance of the college.
6. In cooperation with others, each

administrator prepares the budget for his area of responsibility.

7. Each administrator practices the principle of delegation of authority and responsibility which enables other personnel within his division to accomplish assigned responsibilities.

Office of Academic Affairs

Some of the guiding principles which pertain to an academic affairs office, in addition to those responsibilities common to other key administrators previously stated, should include the following.

An academic dean should serve as the chief academic officer of the college. The emphasis of his leadership should be concerned with the development and implementation of policies relating to faculty personnel, curriculum and instruction. In cooperation with others he should provide leadership for determining the educational goals of the college and the management of allocated resources to achieve the instructional goals and objectives of the institution. Instructional activities, whether through curricula, courses, seminars or workshops, on or off campus, day or night, should be coordinated through his office.

The complexity of the role of the academic dean is particularly acute in a comprehensive, two-year college. The varied instructional offerings, degree and non-degree programs, scattered throughout a wide geographical area, make the need for able assistants imperative. Academic administrators at the various branches offers one approach to the solution of such a need. The extent of this need will multiply as enrollment, instructional offerings and activities increase. These administrators, whether they hold titles of division chairmen, assistant deans, dean or directors, will be determined by several variables, possibly through an evolutionary process. An academic team comprised of several academic administrators and headed by the chief academic officer may provide a viable approach to the administration of the total academic affairs program.

Student Personnel Services

In addition to performing responsibilities which other key administrators perform, the following statements appear particularly important to the operation of student personnel services.

A dean of student affairs should serve as the chief administrator of student personnel services. Major responsibility includes such areas as admissions, counseling, testing, financial aid, discipline, student activities, and student organizations. Although it seems necessary to centralize these functions and assign to a specialized staff, many aspects of the total student personnel services program should be supported and partially implemented by other components of the college. In a broad sense, student personnel services touch base with virtually all parts of the institution. Coordination of functions between the academic affairs office and student personnel services is particularly crucial.

Student personnel services, a relatively new venture in higher education, are particularly vague in many two-year colleges which have a large percentage of students who commute, work part-time, and so on. Nevertheless, the need for an effective student personnel services program does exist. Organizational arrangements for implementing such services will need to be flexible and adjusted to the varied schedules and needs of the students. Continuous study, review and revisions of the programs will be required.

Formal activities such as admissions, testing academic advisement and counseling can probably be implemented more readily than other less formal aspects of the program. However, both formal and informal services should be developed and administered with sensitivity to the special needs of commuting, part-time students.

Business Services

The person in charge of the business affairs of the college needs to consider the following guiding principles as well as those responsibilities common to other key administrators who report directly to

the president.

The chief officer for business affairs has the task of establishing and maintaining sound business practices for the total operation of the college. The important and highly visible responsibilities of his office make it imperative for him to guard against exercising undue influence in decisions beyond his area of expertise. Perhaps one of the best ways to assist him in balancing his influence is for the college to identify, define and establish priorities for the implementation of its goals and objectives. These priorities should be reflected in the annual operating budget. If appropriate participation by the various units is involved in the budgetary process, the functions of the business office evolve as an important service unit of the college. The various personnel and officials of the college must be willing to devote the necessary time to the budgeting process. Otherwise the business manager will be forced to make numerous educational decisions which he neither desires nor has the competence to make.

Responsibility for the management and control of all financial operations of a college makes it imperative for the business office to develop appropriate policies and operating procedures which not only conform to legal requirements but provide useful information to all who must be involved in the business operations of the college.

Public Relations and Development

Other important areas of responsibility are the functions of development and public relations. These functions, though distinct, are closely related and are often placed under the direction of one office. The persons who administer these programs should work very closely with the president and others in developing and implementing policies and procedures for providing and coordinating effective communications to the many publics of the college. In cooperation with others he should establish policies, techniques and programs for the programs for the promotion

and development of the college. The responsibilities should include the development of techniques and programs for publicizing and achieving approved current and long-range educational, financial, and physical facility needs of the college.

GOVERNANCE STRUCTURE

The Pasco-Hernando Community College is governed by a local Board of Trustees. The nine member board is comprised of five trustees from Pasco County and four trustees from Hernando County. The board members were appointed by the Governor from a list of nominees which was submitted by the Pasco and Hernando County School Boards. The members of the board serve staggered terms--three members are appointed for four years, two members are appointed for three years and four members are appointed for two years. The membership of the board appears to represent a broad cross section of the community.

The President, the Dean of Academic Affairs, Dean of Student Affairs and Director of Business Affairs have been appointed and currently serve as the district officers of the college.

The instructional programs are organized on a modified house plan. Consistent with the multi-unit approach, the college has already established instructional offerings within three relatively distinct geographical areas of the two counties. The three geographical areas are: (1) East Pasco area in Dade City; (2) West Pasco area in New Port Richey; and (3) Hernando area in Brooksville. Classes are taught in several different locations in each of the three areas. Each teaching area is administered by a Division Chairman. The Division Chairman has a Counselor/Instructor and two secretaries to assist him.

The Board of Trustees and the administration of the college appear to be committed to a multi-unit development of the college. This approach is consistent with the organizational trends of many community colleges, especially those in urban

districts. Careful, long-range planning is required if the decentralization process is expected to proceed smoothly and effectively. Decentralization and the degree of unit autonomy will be related to several factors such as growth of enrollment, population distribution, personnel changes, district or system needs and the competence and experience of the professional staff. Decentralization should be an evolutionary process relevant to the planned phases of the growth and development of the college. Regardless of the pace, decentralization is not likely to occur as rapidly or to approach the level desired by those whose duties and responsibilities are located in a particular unit. These remarks are not intended to discourage, rather they are intended to provide perspective to realistic expectations.

ORGANIZATIONAL AND ADMINISTRATIVE PHASES

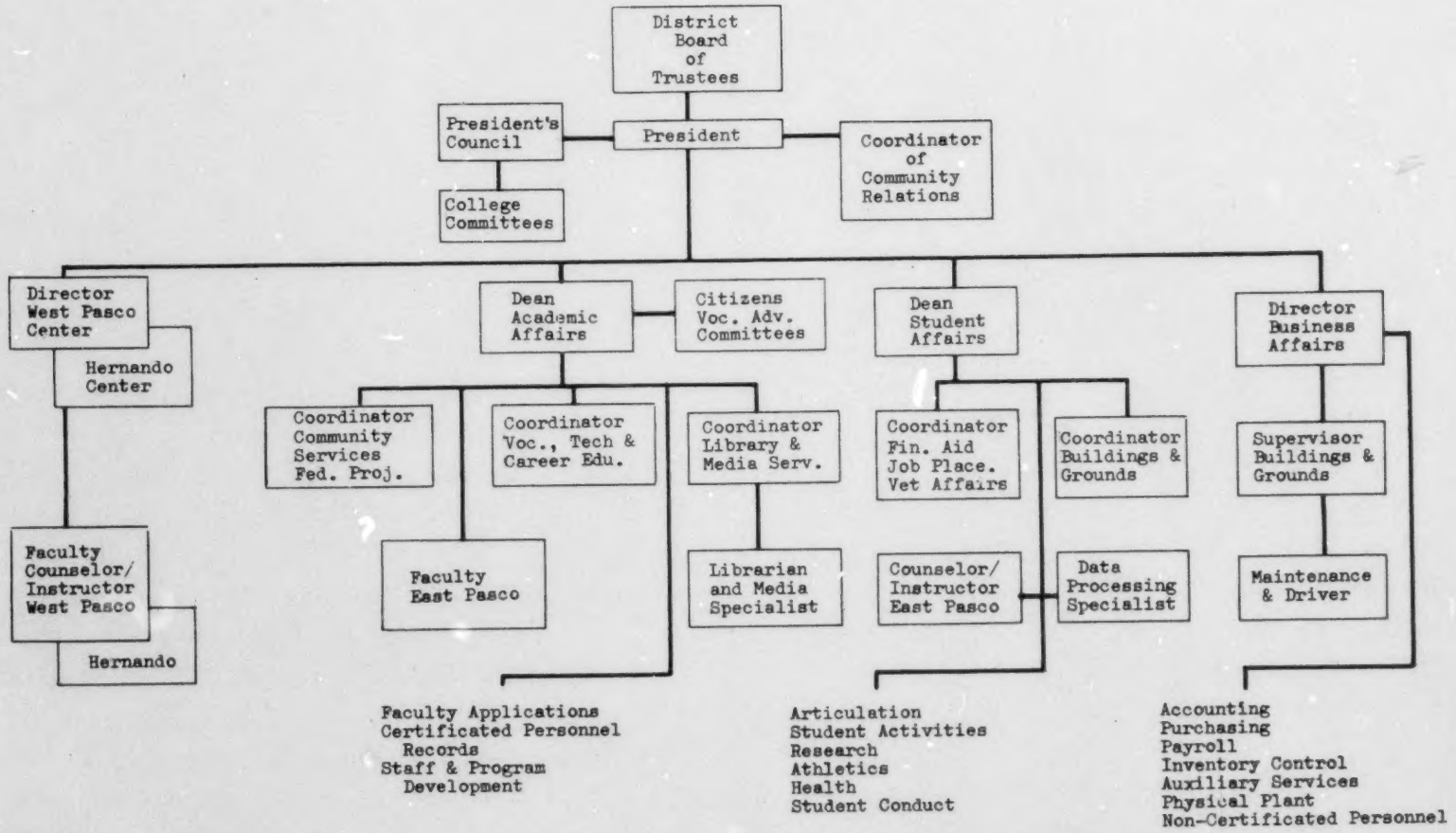
The growth and development phases of a new college are most difficult to project. The most effective organizational planning will not accurately project all of the problems and variables which need to be considered. Perhaps it is wise to view organizational structures as temporary arrangements. Certainly it is important to consider organizational charts as flexible representations of the governance structure of the institution. At best, the organizational chart portrays only formal horizontal and vertical relationships. The depth of the interaction among the individuals staffed in the various positions is not reflected in the organizational charts.

Despite the inadequacies and distortions of organizational charts, they can be useful by conveying the formal relationships of positions responsible for the implementation of the specialized operations of the college.

Figure 5.1 illustrates the allocation of specialization and responsibilities of the major functions of the college. The college has proposed this organiza-

FIGURE 5.1

Proposed Organizational Structure
Phase I, 1-3 Years
Pasco-Hernando Community College



tional chart for 1973-74. The chart is not considered to be final. However, the chart does portray organizational and administrative arrangements for the first developmental phase of the college. The present organizational chart may very well be adequate for one to two years (Phase I) provided appropriate modifications are made as the college continues to grow.

Figure 5.2 academic affairs; Figure 5.3 student affairs; Figure 5.4 business affairs, and Figure 5.5 the president's span of control, illustrates breakdowns of the chief areas of responsibility for one to two years. It should be emphasized that the projected organizational plan for each of the areas should vary according to the needs and resources of the college. Therefore, the timetable for the development of the various areas should be considered only as guidelines for the college.

The organizational chart contained in Figure 5.6 shows an organizational plan projected for the college for Phase II, which covers the period during the three to five years. Figures 5.7, 5.8, 5.9 and 5.10 show breakdowns of the major areas of academic affairs, student personnel services, business affairs and the president's span of control, respectively. Again, each area should develop at a pace that is warranted by the needs of the college.

After the college has been in existence for five or more years, Phase III, the needs of the college should be more stabilized and the organizational chart should reflect a mature organization. Figure 5.11 indicates a projected organizational chart for Phase III of the development of the college. Figures 5.12, 5.13, 5.14 and 5.15 illustrate organizational arrangements for the major areas of responsibilities.

While it is envisioned that the organizational plan for the various areas of the college will be implemented systematically, some areas will require implementation sooner than others. Again, it should be emphasized that the organiza-

FIGURE 5.2

Structure of Academic Affairs
Phase I
Pasco-Hernando Community College

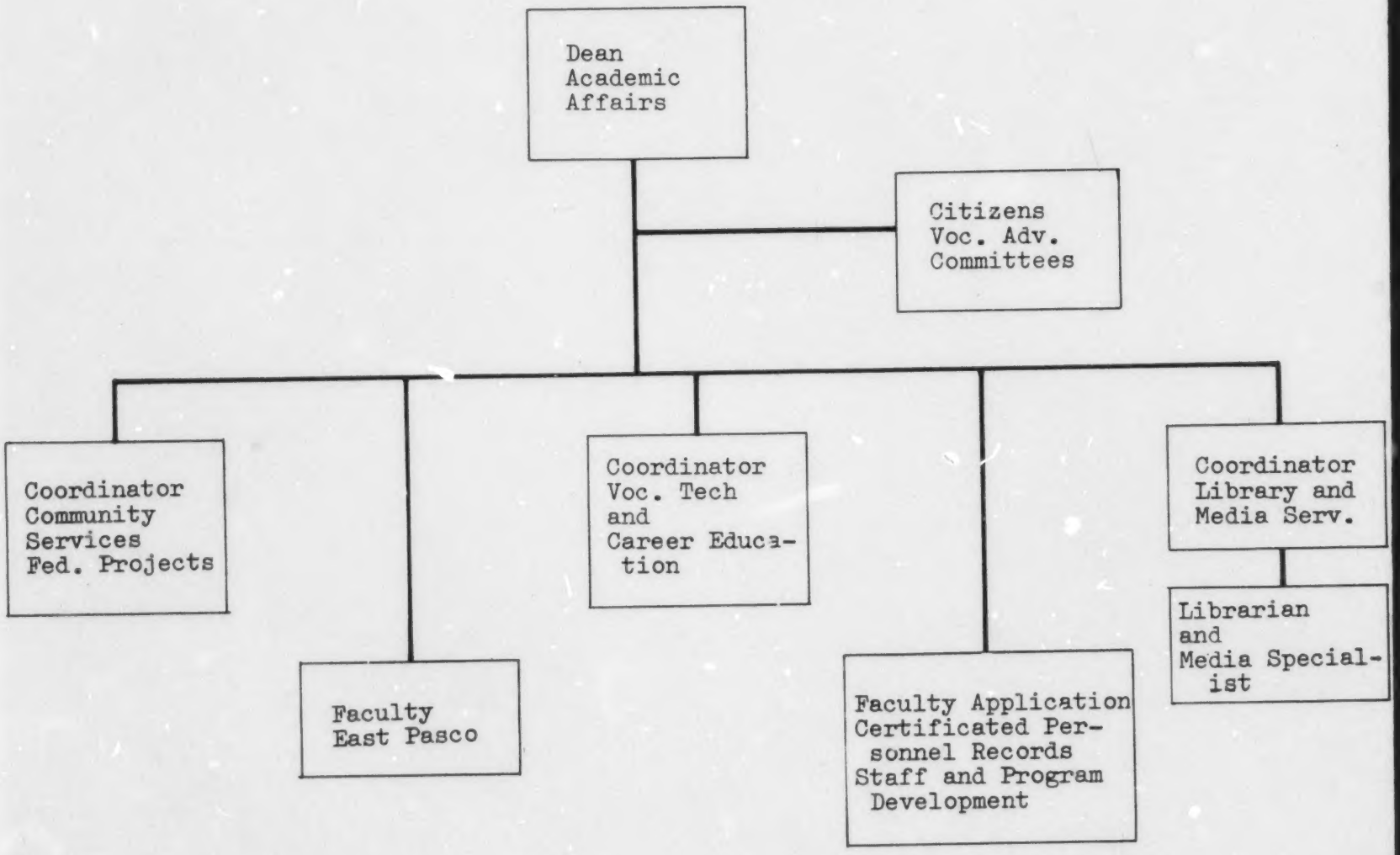


FIGURE 5.3

Structure of Student Affairs
Phase I
Pasco-Hernando Community College

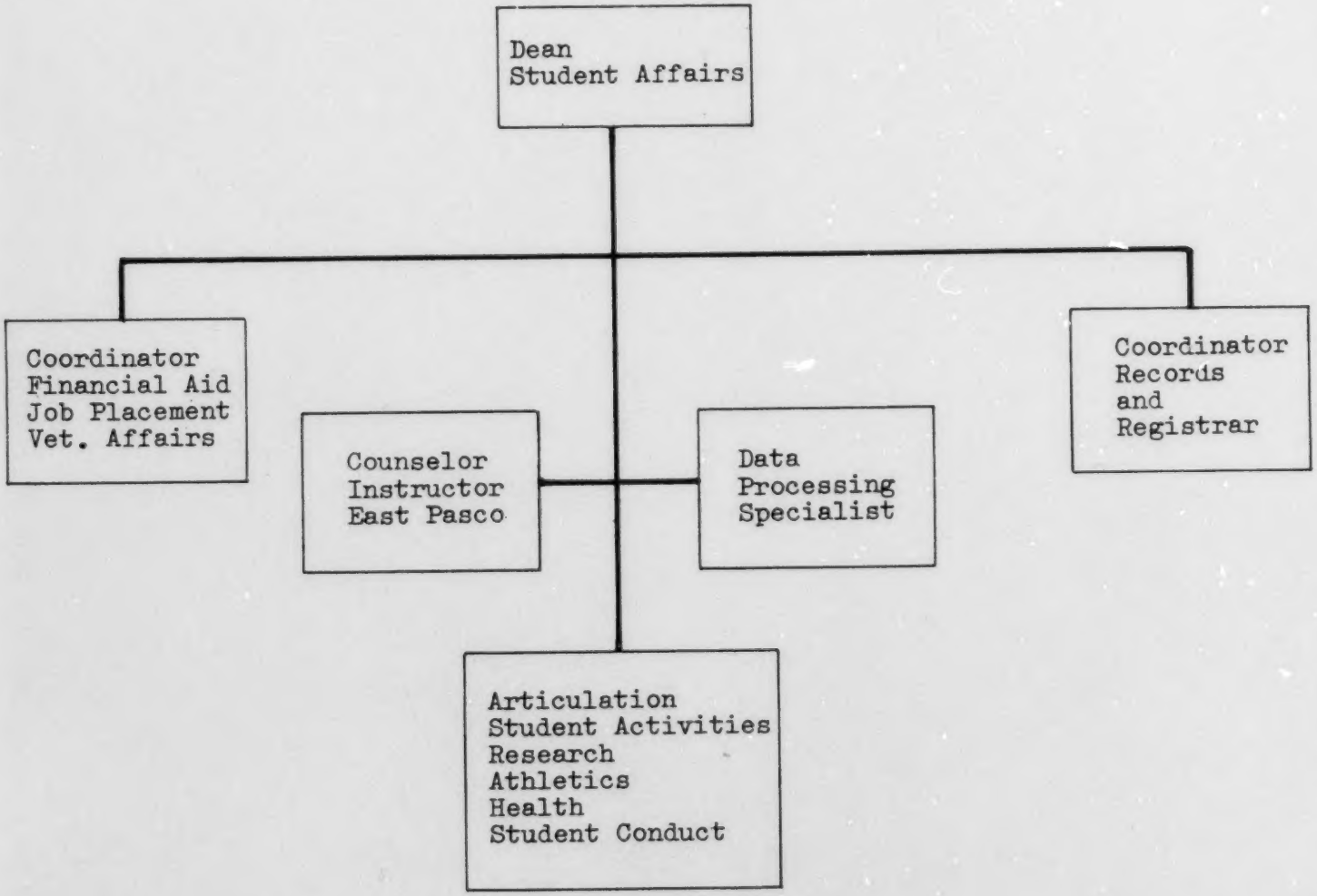


FIGURE 5.4

Structure of Business Affairs
Phase I
Pasco-Hernando Community College

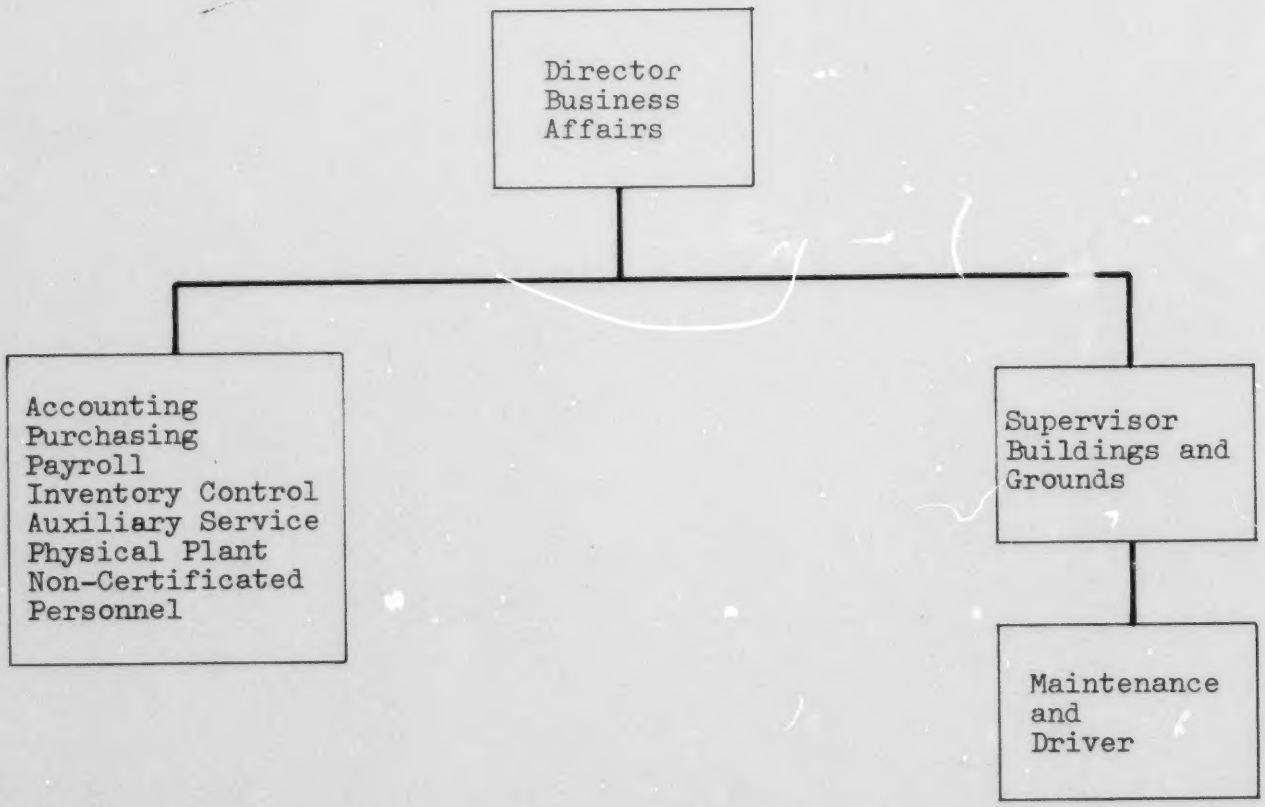


FIGURE 5.5

President's Span of Control
Phase I
Pasco-Hernando Community College

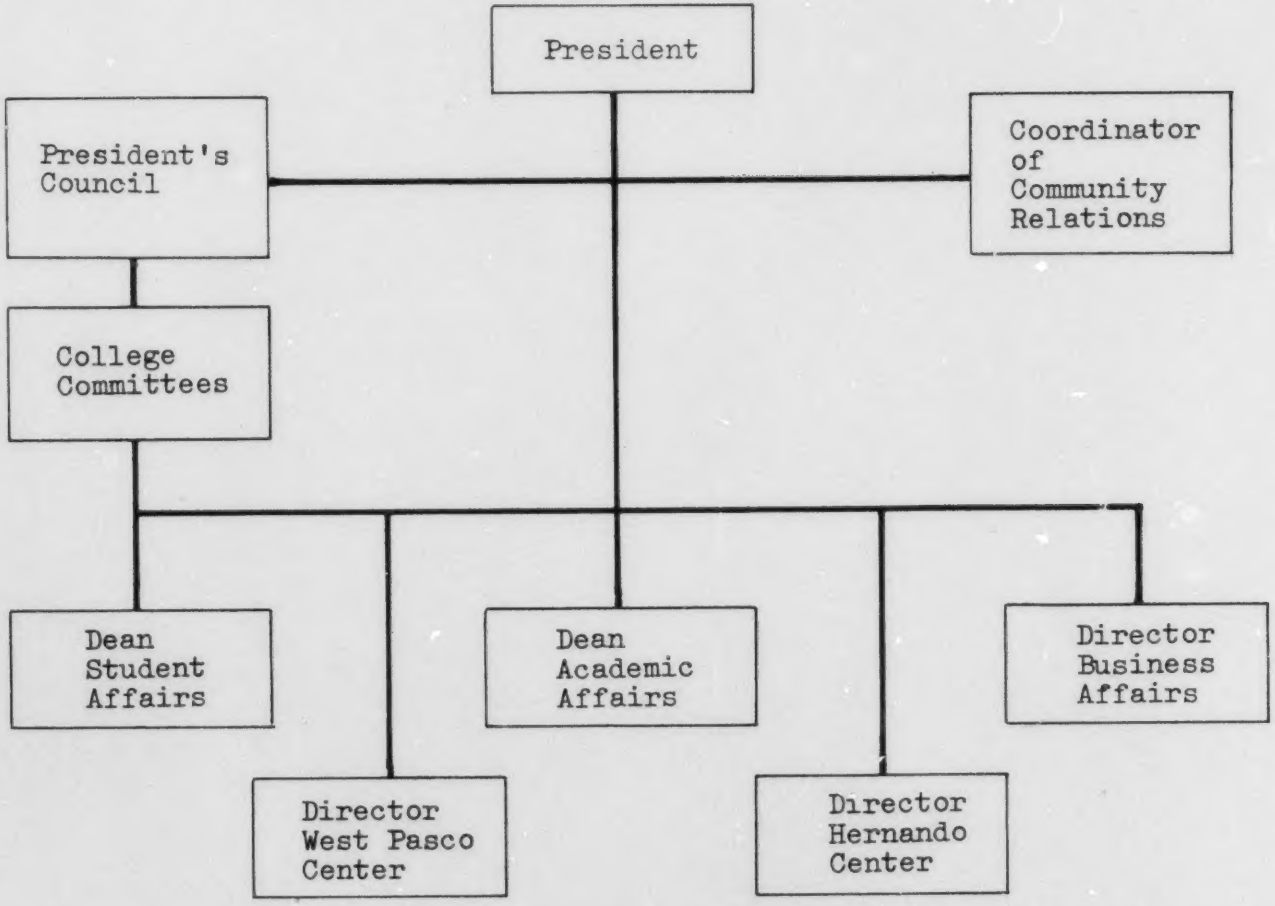


FIGURE 5.6

Proposed Organizational Structure
Phase II, 3-5 Years
Pasco-Hernando Community College

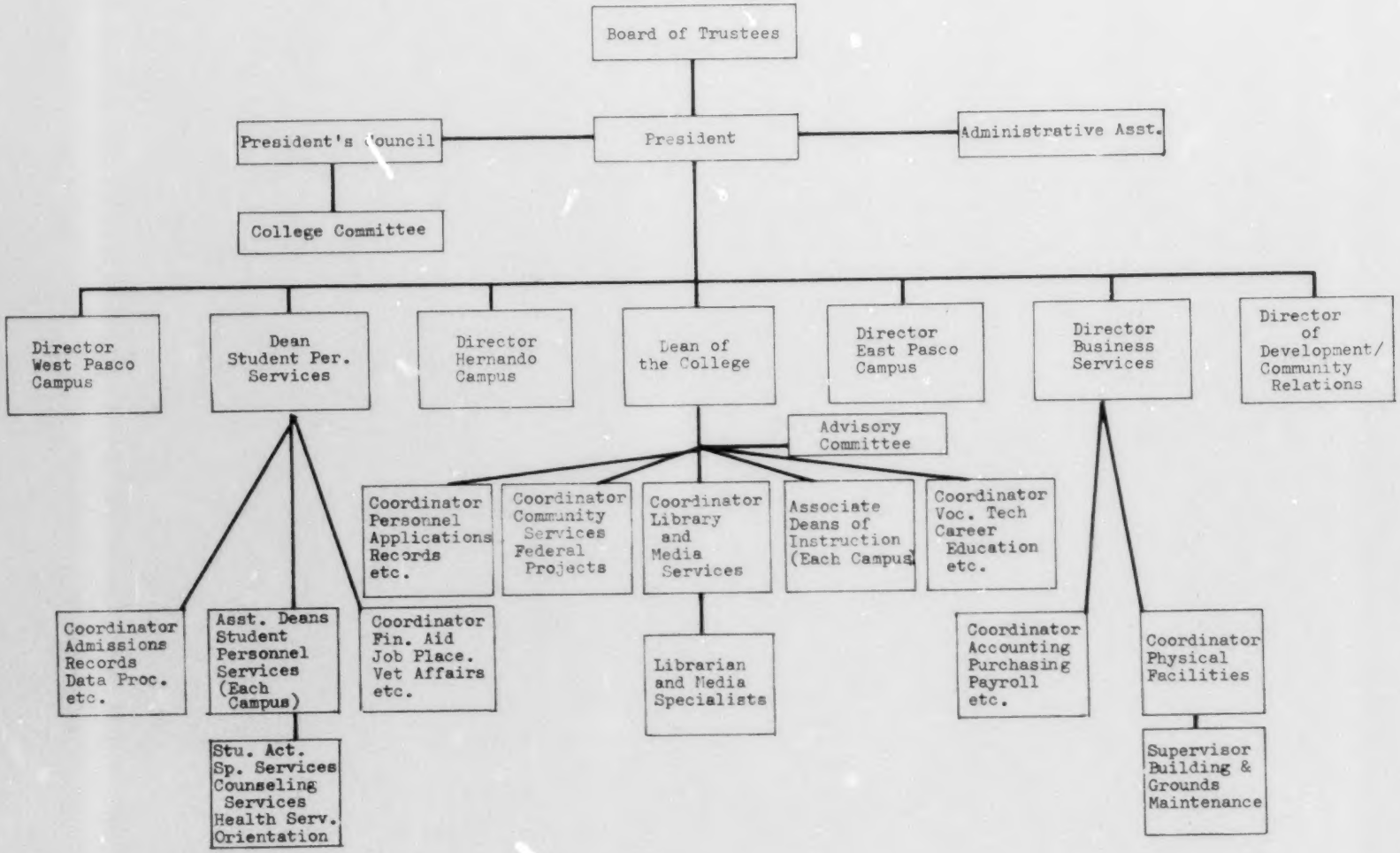


FIGURE 5.7

Structures of Academic Affairs
Phase II
Pasco-Hernando Community College

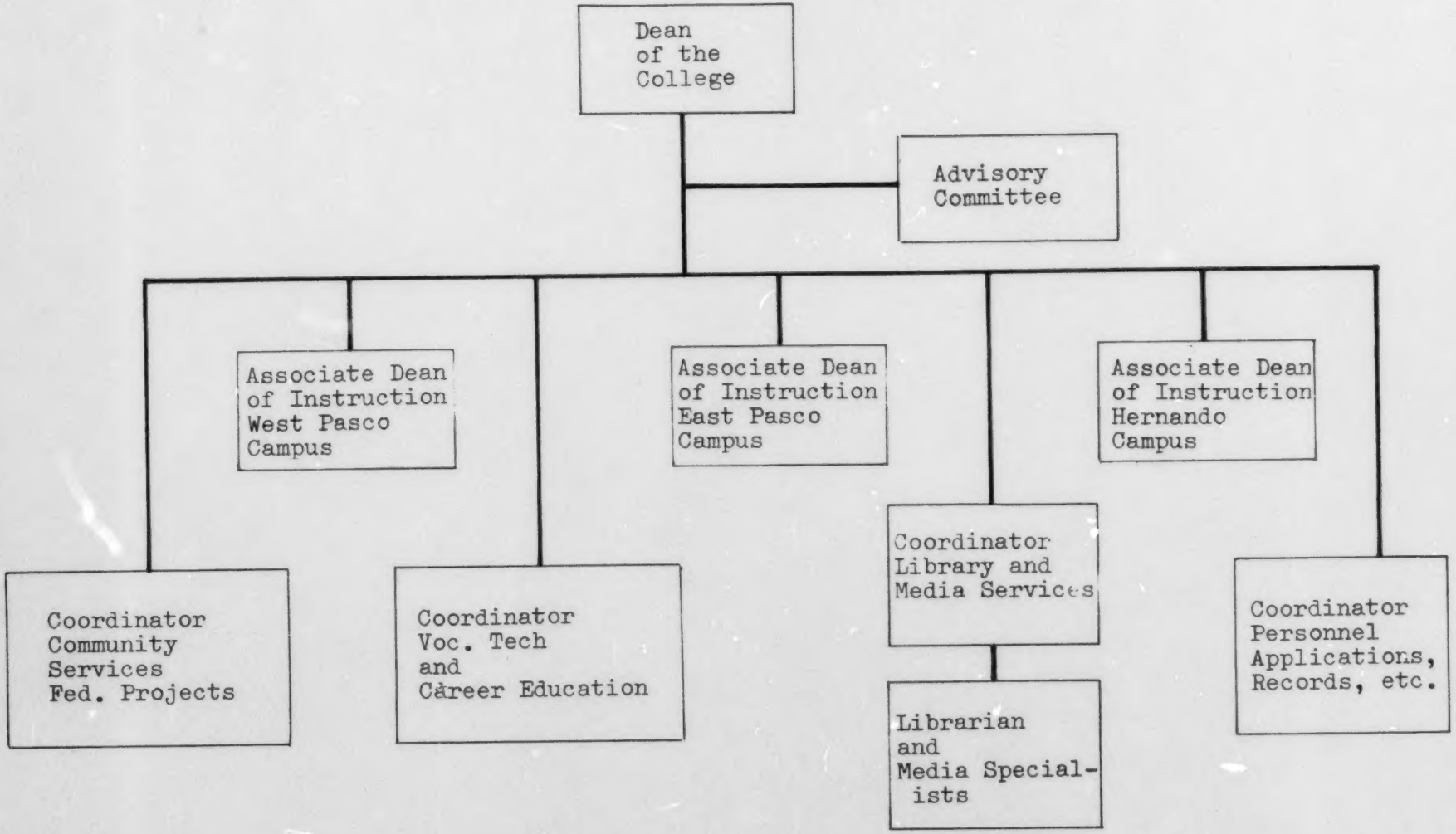


FIGURE 5.8

Structure of Student Personnel Services
Phase II
Pasco-Hernando Community College

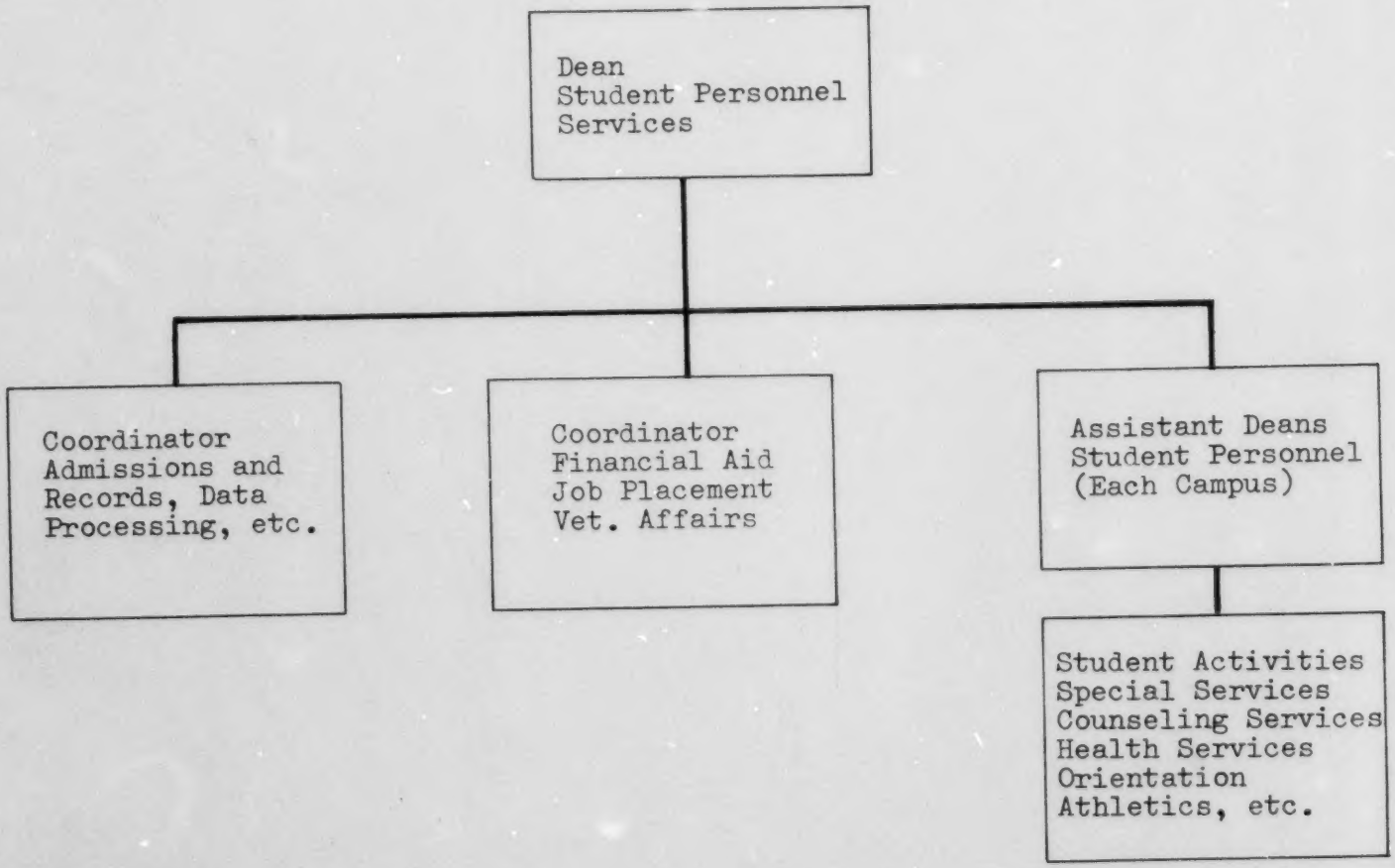


FIGURE 5.9

Structure of Business Affairs
Phase II
Pasco-Hernando Community College

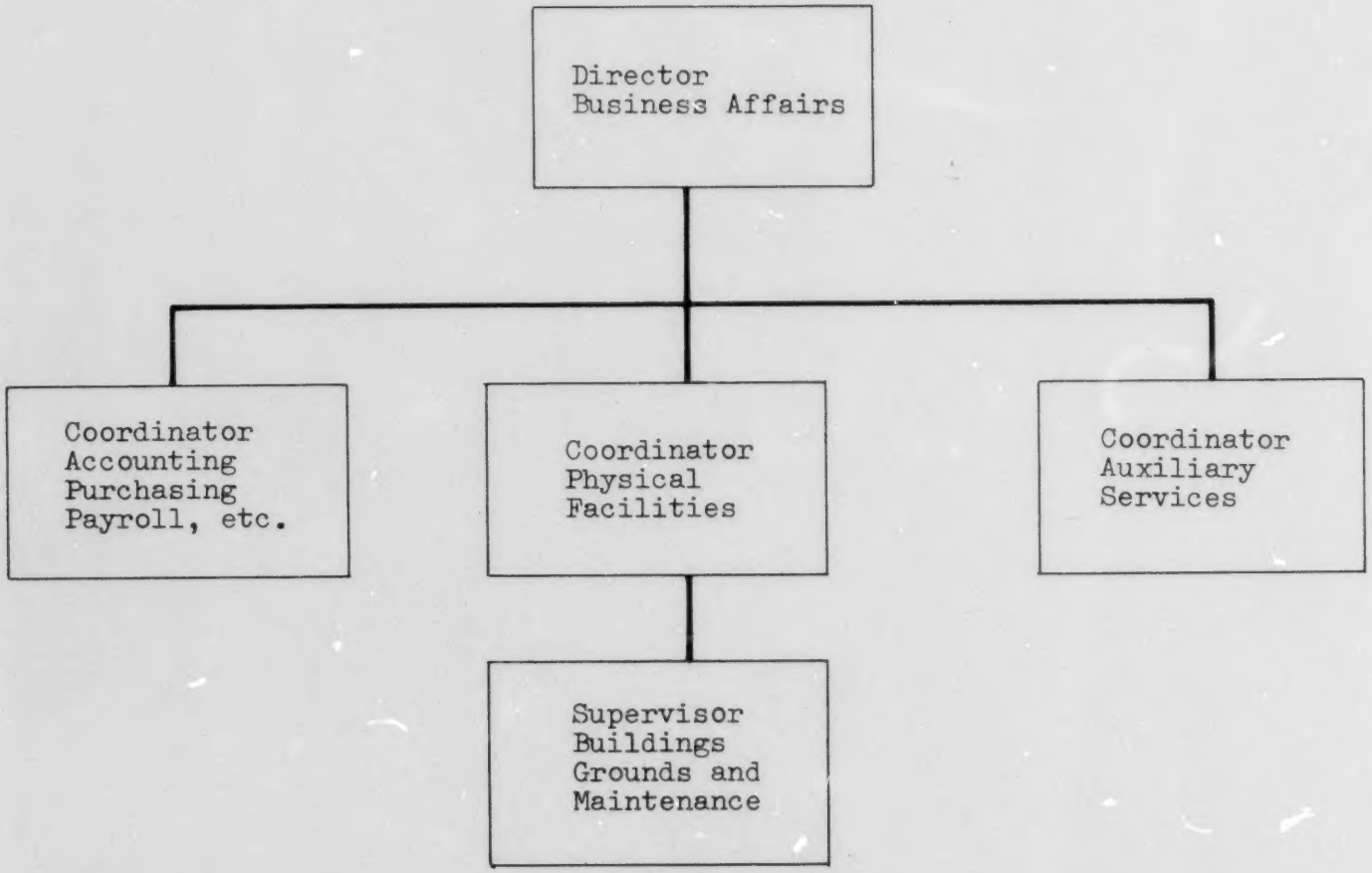


FIGURE 5.10

President's Span of Control
Phase II
Pasco-Hernando Community College

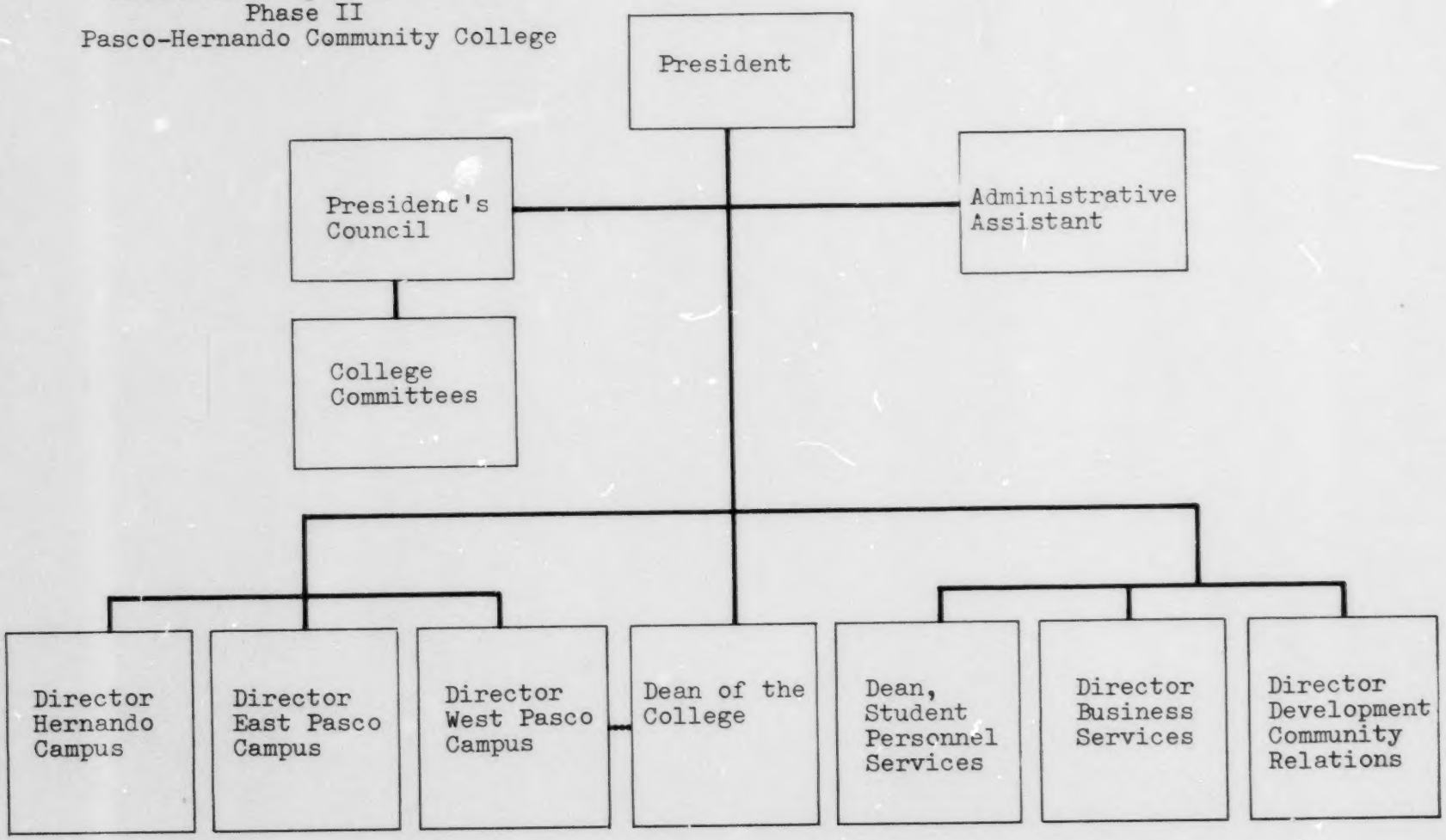


FIGURE 5.11

Proposed Organizational Structure
Phase III, 6-10 Years
Pasco-Hernando Community College

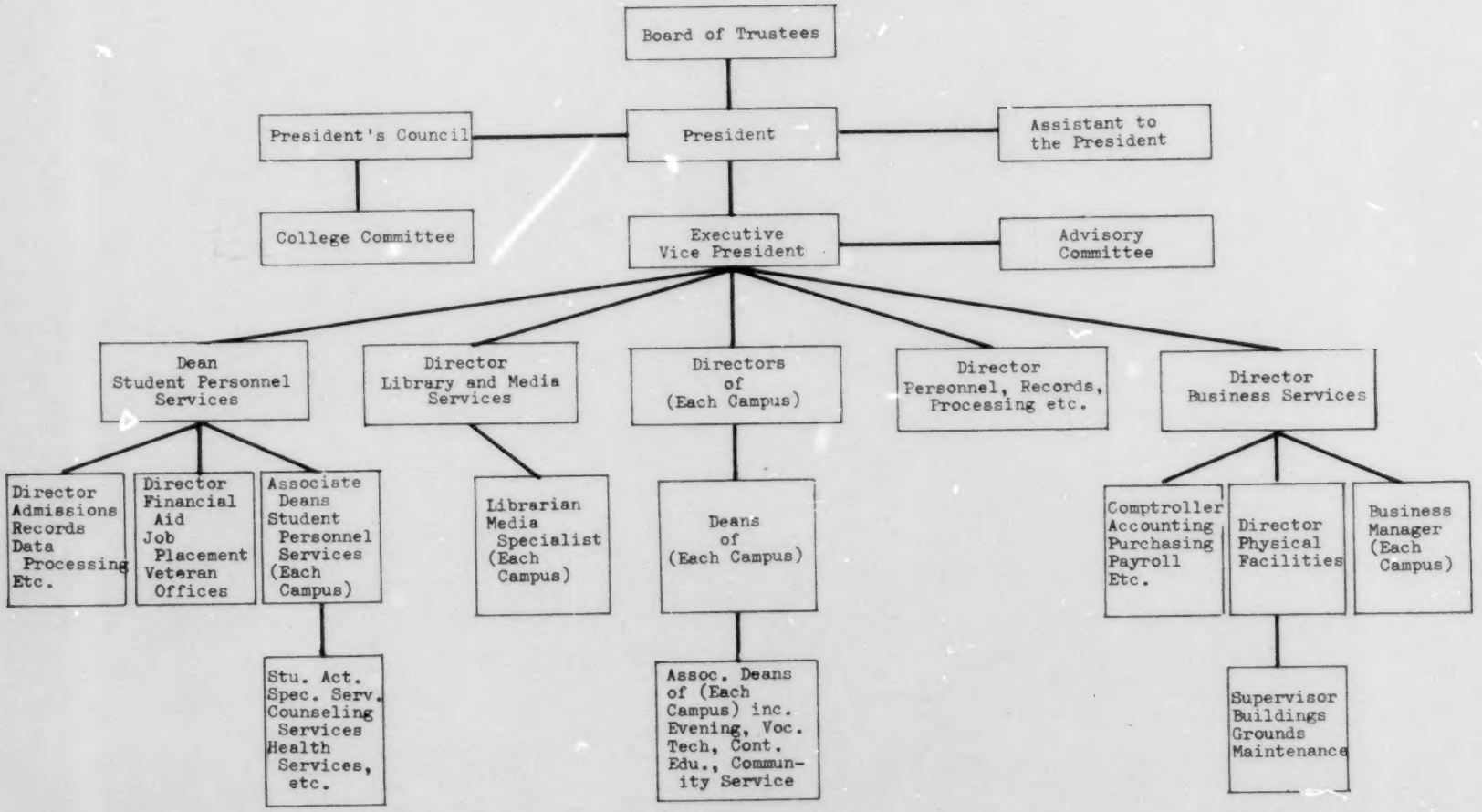


FIGURE 5.12

Executive Vice-President's Office
Phase III
Pasco-Hernando Community College

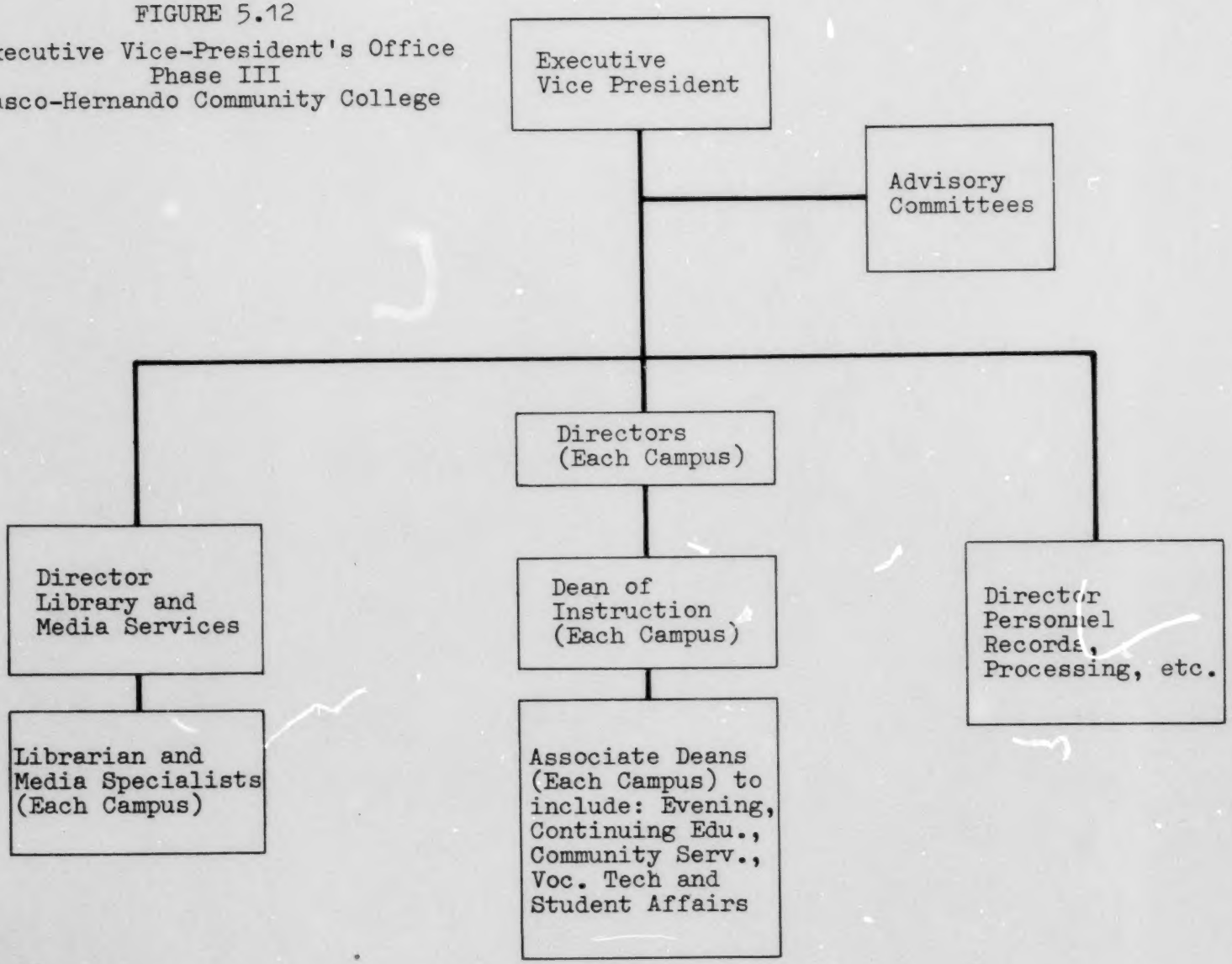


FIGURE 5.13

Structure of Student Personnel Services
Phase III
Pasco-Hernando Community College

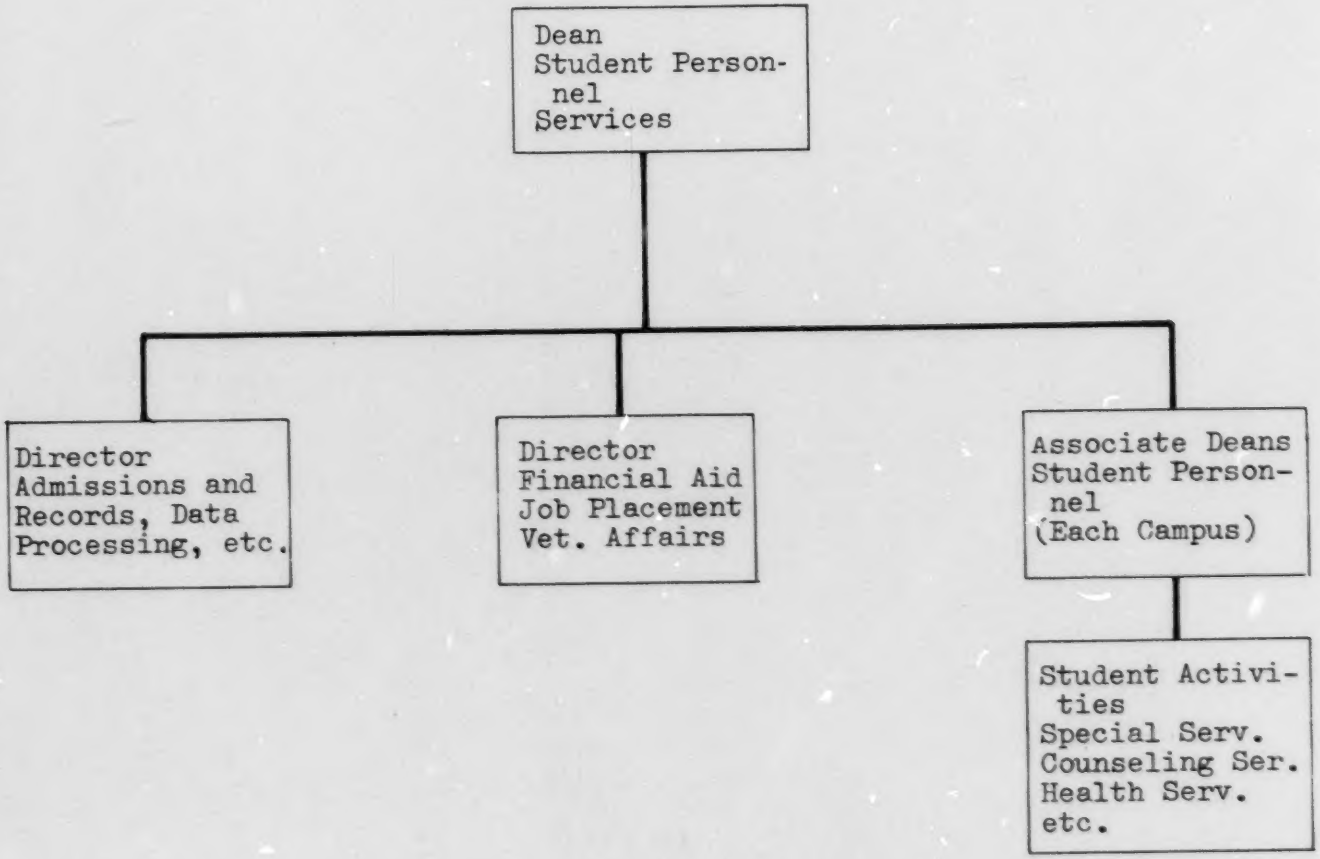


FIGURE 5.14

Structure of Business Affairs
Phase III
Pasco-Hernando Community College

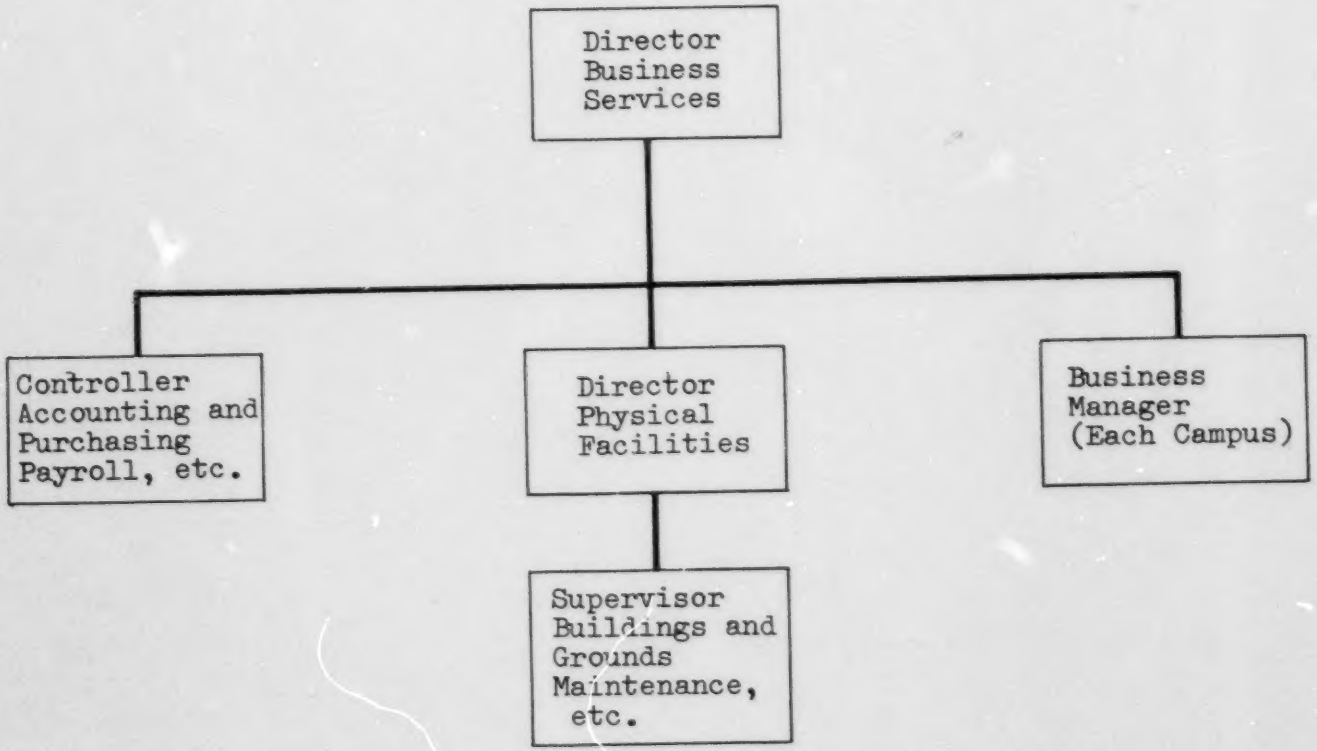
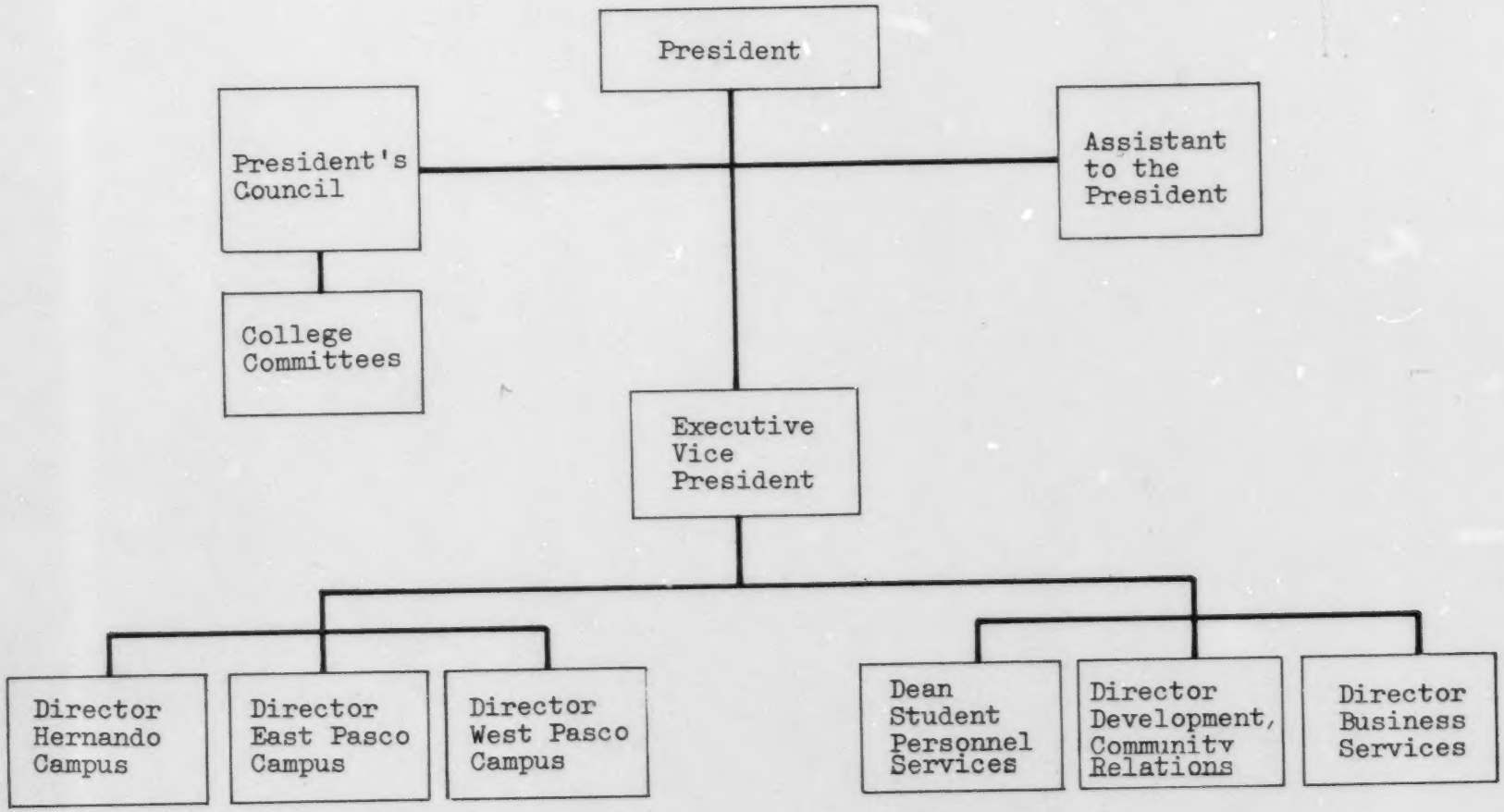


FIGURE 5.15

President's Span of Control
Phase III
Pasco-Hernando Community College



tional plans are projected guidelines.

The organizational charts presented are concerned primarily with illustrating formal administrative, organizational arrangements of the college. The emphasis is placed on the orderly progression of district-wide control of the college. Although an administrative structure for each branch or center is included and a participative model of governance is inferred, the extent of autonomy cannot be guaranteed without fragmenting the governance of the entire district. The autonomy of each unit should accrue as a result of the job descriptions of the various line administrators and their staff.

A participative model of governance depends primarily upon the operational philosophy of the chief administrators of the college. Relationships among the various units are complex. Policy formulation and solutions to problems are likely to have a different impact on each unit. Therefore, it is imperative that appropriate committee representation should be involved in district-wide and individual unit governance.

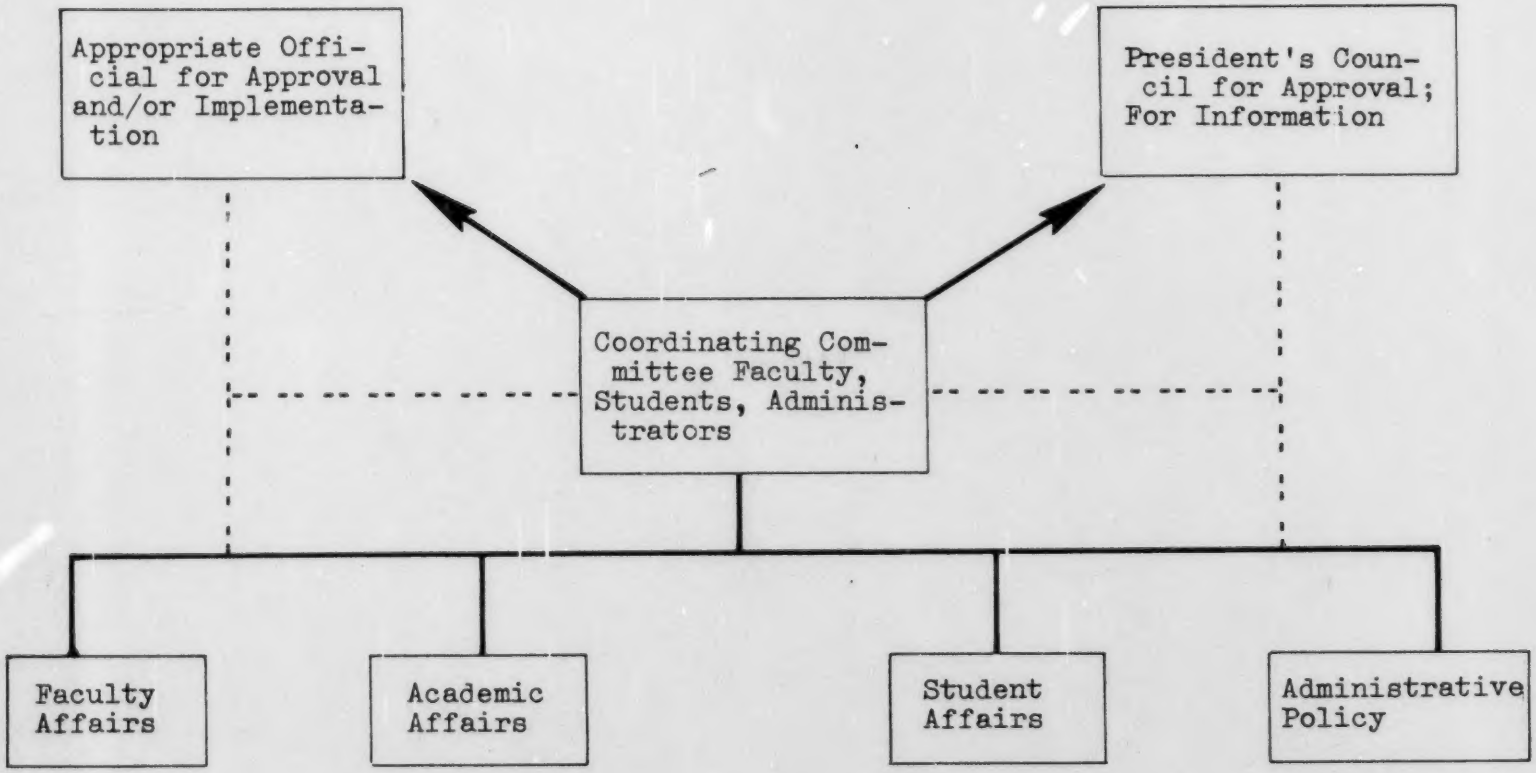
There are several methods and procedures which could be used to accomplish participation in governance by the branch campuses. The use of advisory committees is one method that should be used to involve faculty, students, administrators, and staff in the development of policy.

Figure 5.16 illustrates one approach to advisory committee structure that should permit the various branches to achieve systematic participation in the governance of their units and the total college.

Neither the number nor the composition of the various adivsory committees are delineated here. Generally, a relatively few committees with well defined responsibilities are more effective in the involvement of governance than a lot of committees that engage in busy work. Perhaps four or five joint standing committees would be sufficient. Special or ad hoc committees should function as needed. Faculty and students should be assured that their participation in the

FIGURE 5.16

Structure for Advisory Committees



governance of the college is desired. While most of their efforts will be involved with matters which directly affect them, they can make valuable contributions to college-wide committees.

IMPLICATIONS FOR FACILITY PLANNING

Facility planning for administrative services should be determined by phases of development of the college. It is unlikely that special buildings and a full complex of adequate administrative facilities will be provided during the first or second phase of the development of the college. Again, planning and development of physical facilities will depend on several variables, not the least of which will be the financial resources of the college. In any case, adequate space for administrative services should receive a high priority. Inadequate administrative services will impede the efficiency and effectiveness of the operations of the college.

Implications for facility planning should include:

1. Since the college serves a two county area, comprised of three branches and additional sub-units, special attention should be given to planning district-wide administrative facilities which will be as centrally located as possible. As soon as possible the central office should be built on a site separate from any one campus.
2. Facilities for the library and instructional materials should be planned to serve the entire student body. Again, these facilities should be as centrally located as possible. Since it is not financially possible to duplicate the library for each branch or center, special attention can be given to locating relatively inexpensive instructional materials at each of the branches. Facilities for such resource centers should be provided at each of the

branches.

3. Facilities for students are needed at each branch. These facilities need not be elaborate, but they should include space for study, informal meetings, conferences and refreshments. If a comprehensive student union building is necessary, it should be centrally located and carefully planned for adequate use to justify the cost of such a facility.
4. Adequate office space should be provided for faculty, staff and administrators who have primary duties at a particular branch. Space for small conferences and adequate storage should be provided.
5. The facilities at each of the branches should be planned to permit enlargement as needed. Flexibility in design and multiple use of facilities, where possible, should be emphasized.
6. Finally, if the organization of the college is to be based on the multi-unit concept, and if decentralization is to be emphasized, special consideration should be given to the planning and development of facilities which will be consistent with the multi-unit model of organization.

VI

A PROGRAM OF STUDENT SERVICES

INTRODUCTION

The most vital dimension of the student personnel program is the philosophy upon which it is based, because program philosophy provides direction for the formulation of objectives. The student personnel program of Pasco-Hernando Community College should have a philosophy reflecting that of the institution and related to the needs of the students it serves. If the program truly serves its clients, then its orientation must be humanistic. In this context "the purpose of student services is to assist in the humanization of the educational process," and this purpose makes the process of student personnel a program of student development (O'Banion, 1972). This program title is more appropriate than the relatively meaningless one of student personnel, as it closely states the purpose for the office.

Student personnel staff members may then be characterized as student development specialists. These specialists should provide direction to the entire educational program by helping to create a learning environment which will accomplish the desired changes in student behavior and make possible the attainment of individual student goals. The student development staff and the faculty should be involved in continuous evaluation of the educational experiences provided by the college. It is no longer appropriate to consider the student development staff in the outworn historical role of a regulatory arm of the administration for the control of student behavior.

With the "open door" admission policy and the focus on meeting the needs of the community, these goals seem particularly appropriate for the community college and

specifically relevant for the student development office.

The philosophy of the student development program should also be future-oriented. As Skinner (1953) and Toffler (1970) pointed out, society has been undergoing and will continue to experience radical changes. The state of "future shock" which is a product of these rapid changes repeatedly places colleges in the position of having to react without adequate preparation. Student development specialists should be prepared to lead the way in a proactive manner rather than respond to the pressures of change in a reactive manner. The leadership role for student development specialists should be of basic importance.

In the determination of a philosophy and, consequently, objectives for a student development program there are several factors which should be considered: the community which the college seeks to serve, the types of students likely to enroll, and concerns and needs which these students and the community may have. Some elements in the consideration of these factors are presented in the following section of this chapter. The final two sections are concerned with setting objectives and determining functions for the student development program.

THE COMMUNITY COLLEGE STUDENT

In setting objectives and planning activities the student must be the focal point. In a community college, perhaps more so than in any other type of higher education institution, the characteristics and needs of the students must be seriously considered. There has been reliable research into the characteristics of students in two-year colleges. A synthesis of past research in addition to new data is contained in The Junior College Student: A Research Description (Cross, 1968). The findings reported in this publication have been substantiated by those in other reports (Koos, 1970; Monroe, 1972). Although these characteristics are general, they have implications which should be considered

by the student development staff. A synthesis of the findings are reported in the following paragraphs.

Ability

A large number of two-year college students have lower mean scores on measures of academic ability than do similar samples in four-year institutions. Many have deficiencies in reading, language, mathematics, and study skills. Much of the available data, however, has been concerned with students in the liberal arts areas rather than those involved in the occupational areas of the curriculum. The special abilities and aptitudes of those students in the occupational curricula have not been subjected to thorough study.

Environmental Influences and Finances

The average two-year college student comes from a lower socio-economic level than his four-year college counterpart. It has been established that there is a direct relationship between the parental example and encouragement and the student's motivation. Some two-year college students may be categorized as culturally deprived and disadvantaged. These students have a high incidence of economic problems and are likely to need financial aid for attendance. Many students will have full or part-time jobs while attending.

Goals and Aspirations

Generally, two-year college students have lower educational and occupational aspirations than senior college students. They are frequently uncertain about future plans and sometimes have set unrealistic goals for themselves.

Personality Characteristics

These students tend to have a practical orientation to college in terms of applied courses which point to business and financial interests rather than intellectual interests or humanistic pursuits. Two-year college students are likely to be relatively more cautious, less sure of themselves, less adventuresome, and more

likely to follow established paths to success and financial security. They are less confident of academic abilities, In manual skills, sports, and other non-academic abilities, there is little difference between two-year college students and four-year college students. Two-year college students are apparently significantly lower in social maturity and independence and more conventional and authoritarian.

It must be emphasized again that these characteristics are generalized and that while they are suggestive, they are, in no way, an attempt to define the specific student body of Pasco-Hernando Community College. An additional characteristic of the communities of Pasco and Hernando Counties that should be considered by the student development staff is the age distribution pattern.

An analysis of the population in these counties indicates that a sizeable percentage of the population falls in the 50-80 years age group. In planning educational activities, community services, and guidance and counseling this group should receive sufficient consideration. The needs and interests of these citizens should have impact on the planning process in student development. The activities of the college can have real meaning and can provide new and welcomed experiences for these persons, many of whom are retired.

Of additional concern should be income levels, distribution of the work force and its categories of employment, racial and ethnic groups, and community resources which might be utilized in college activities.

It is important that the student development staff understand the overall concerns which its students may have. The report of the Commission on Current and Developing Issues of COSPA (Straub and Vermilye, 1968) identified some areas of student concern. These are of a general nature and they are intended to suggest areas of investigation for the student development staff.

Students often feel that they are of minor concern in comparison to the other

concerns of the college staff. If the college schedules large impersonal classes, has failed to develop flexible instructional programs, has restrictive access to faculty, and has rigid policies, it has failed to create a humanistic and student-centered environment.

Student often become frustrated as a result of their efforts to promote viable change. Even when the college listens to them, there is frequently a lack of sufficient evidence that the students have really been heard or that they have any impact in bringing about concrete changes.

Students often perceive that much of education is irrelevant. Colleges have not provided sufficient action oriented learning activities which have direct relationship to earning a living, achieving satisfactory personal relationships, and broadens areas such as pollution, population control, and law and order in the federal government.

The concerns of the students and the community which Pasco-Hernando Community College serves should have direct impact on the development of objectives for the student development staff.

ESTABLISHING PROGRAM OBJECTIVES

A future oriented and humanistic student development program is dependent upon clearly stated objectives which have been the result of a consideration of the philosophy and goals of the college, the students and the community. The effectiveness of the student development program can be measured by specifically delineated behavioral objectives and concomitant student behaviors. In the atmosphere of change which permeates our society and the concern for evaluation of programs and accountability, it is mandatory that outcomes be measurable or observable. Hence, the formulation of behavioral objectives about which there is consensus among faculty and staff and a plan for the achievement of these objectives are crucial to the success of the program.

Hurst and Ivey (1971, pp. 166-167) have defined some of the roles which they

believe that the student development staff can occupy in a future-oriented framework for the development of objectives.

1. The student development staff should increase its effectiveness by participating as colleagues of students involved in a common learning experience.
2. The student development staff should occupy the role of a virally concerned change-agent regarding the total educational program. The staff should work with the faculty to provide support and direction as curriculum revision and teaching methods are subject to review and change.
3. The student development staff should become more involved in human relations skills rather than administrative responsibilities.
4. The student should assist in the structuring of the college resulting in an emphasis on student development through the the accomplishment of behavioral objectives.

Within a humanistic and future-oriented framework the student development staff of Pasco-Hernando Community College should establish behavioral objectives which will encourage the growth and development of student behavior through an understanding of self, other individual needs and values, and society. Self-understanding may be gained through involvement in appropriate decision-making and planning, evaluation, and intellectual growth. An understanding and acceptance of the unique values and qualities of individuals can come about by engaging in formal group membership, service organizations and projects, group counseling, and informal group activities. An understanding of the forces and institutions of society should be integrated with understanding of self and others, providing the individual with an appropriate system of values. Encouragement of study and experiences with others, in addition to guidance and counseling, can assist students to achieve this understanding.

SPECIFIC FUNCTIONS OF STUDENT DEVELOPMENT PROGRAMS

Collins (1967, pp. 13-15) has defined seven major functions for student personnel which the student development staff at Pasco-Hernando Community College may find helpful in defining its goals and responsibilities. These include:

1. Orientation Functions
2. Appraisal Functions
3. Consultation Functions
4. Participation Functions
5. Regulation Functions
6. Service Functions
7. Organizational Functions

Orientation Functions

Pasco-Hernando Community College has accepted a basic responsibility for enlarging the educational opportunities of youth and adults within the district of Pasco-Hernando Counties. The student development staff should establish communication with the entire community to adequately disseminate the opportunities which the college provides. Particular emphasis should be placed on thorough communication with feeder high schools as a means of providing for campus visits for consultation, information, and orientation.

Koos (1970, pp. 519-520) has noted that a unique orientation program is being offered at Santa Fe Community College in Florida. This orientation course places emphasis on developing student interpersonal relationships and the use of encounter group activities. Significantly, members of the student development staff provide the instructional leadership for this course.

The orientation process should be provided to support student understanding and acceptance of the academic and social environment of Pasco-Hernando Community College. Orientation should also assist in the development of positive student relationships and attitudes toward his experiences at Pasco-Hernando.

Appraisal Functions

The "open door" philosophy of Pasco-

Hernando Community College necessitates a careful appraisal of each student to provide him with appropriate individual support. The student development program should support the instructional remediation program with appropriate counseling activities. The appraisal function should further serve to identify a student's interests, abilities, and objectives as well as to provide a personnel record for each student.

The Student Development Staff of Pasco-Hernando Community College should actively engage in the development of procedures to identify students for faculty referral and testing for specific diagnostic purposes. The staff should also provide activities and materials designed to promote study skills.

Educational testing is an important phase of the appraisal function. The staff should use caution to select only the minimal number of tests for which a specific objective exists. In 1967 the College Entrance Examining Board began a new test battery designed for community college appraisal. This test instrument, Comparative Guidance and Placement Program, is normed on a sample population of community college students. It may represent an instrument of basic value for a community college testing program.

Consultation Functions

The basic purpose of a student development program is to provide students with assistance in reaching academic and personal decisions by means of counseling efforts. The students of Pasco-Hernando Community College probably include some persons from each of the following unique groups.

1. High school graduates seventeen years of age seeking a two-year program.
2. High school graduates who are seeking a two-year transfer program which will provide admission to a four-year college or university.
3. Homemakers who return to college.
4. Employed persons who wish to

improve their skills.

5. Adults seeking a high school diploma.
6. Retired persons who return to school in search of educational refreshment.
7. High school seniors involved with advanced placement programs.

It is apparent that a wide variety of needs are generated by the above groups. The role of the student development program is to make conveniently available to all students the professionally trained personnel needed to assist them as they attempt self-understanding and internalize the pressures of their goals, attitudes, and abilities. This counseling process should emphasize to students their personal role in decision-making.

The clientele served by the Pasco-Hernando Community College includes an unusually high percentage of persons in the older age groups. The counseling staff should possess the special knowledge and understanding requisite to working with a broad spectrum of student ages. Evidence of a concern for aged persons should be found in the participation of the counseling staff in courses or workshops on gerontology.

Participation Functions

A well-designed sequence of student activities is an essential ingredient in a student development program. Student activities should serve the multiple function of integrating and developing cultural, educational, recreational, and social experiences. Collins has clearly stated that these activities should be considered a part of the total educational program of the college.

> The fact that learning is not limited to the classroom need not be viewed negatively. Student activities can be a lot more than just football, dances, and pancake-eating contests. Educational effect follows from the total milieu in which the student is immersed; hence those concerned with value formation should in a calculated and vigorous manner set out to create a college milieu oriented to the intellectual, the ethical, the political, and cultural pursuits... (Collins, 1967, pp. 42-43).

The student activity program must possess sufficient scope to provide for the diverse group of students typified by the enrollment of Pasco-Hernando Community College. The activities should evolve from the recognized needs of students, thus creating a positive environment in which students' interests are reflected in existing policies. The student activity program should place appropriate emphasis on the social and recreational needs of the older age groups. It may prove valuable to consider having one member of the staff specialize in programs for these age groups.

Regulation Functions

The primary areas of the regulation function include registration, record-keeping, and enforcement of rules and regulations. The registrar and appropriate administrative officers are charged with the responsibility for these functions. The climate of our colleges has been radically altered since the mid 1960's. Academic failure and student behavior should both be viewed within the context of standards appropriate for the present. Students have become actively involved in the process of self-determination in the once sacrosanct areas of housing, confidentiality of records, and academic probation. Student involvement with the faculty and administration has resulted in regulations which students themselves codify and subsequently apply when other students are violators.

The traditional implications of the concept in loco parentis are no longer valid in higher education. Contemporary societal forces such as legislation lowering the age of majority, changes in sexual mores, and the civil rights and women's liberation movements have brought a liberalizing influence to the younger college students. This influence has created a demand from college youth for significant self-determination. The student development staff should promote an awareness throughout the faculty and staff of the rights of students and their concomitant

need to participate in vital areas of decision-making.

Service Functions

The primary purpose of the financial aid program is to provide assistance so students are not denied an education because of insufficient financial resources. Financial aid should be available to students who demonstrate a need and who would not be able to receive a college education without economic support. Financial aid should include a broad based effort to provide part-time employment, loans, grants and scholarships to qualified students. Hopefully, this may attract some students who can bring unusual talents to Pasco-Hernando Community College.

A vigorous placement service is a necessary corollary to the occupational program offered by Pasco-Hernando Community College. Students in the occupational program must be provided with support as they attempt to enter the job market to utilize their skills. The student development staff should actively engage in community affairs as a means of meeting potential employers of students and promoting eventual job placement.

Organizational Functions

The primary concern of program evaluation is to identify areas in which the student development program can be improved. The responsibility for program evaluation may not be directly assigned to the student development staff, however the counselor occupies a strategic vantage point from which to participate in the evaluation process. The counselor can provide assistance in this process by developing a means of obtaining maximum student feedback.

The student development staff of Pasco-Hernando Community College should actively devise a means of evaluating the effectiveness of their own program. Fordyce (O'Banion (ed) 1972) has cited the value of using behavioral objectives for evaluating student development programs. He proposed that the entire program be organized and evaluated in terms of how

the various functions of the program contribute to changes in student behavior.

Evaluations are only as useful as the relevance of the previously established goals permit. An evaluation of poorly developed goals will assuredly be weak; therefore, the determination of objectives becomes an inextricable segment of the evaluation procedure.

A proposed organizational structure has been adequately considered under the Organization and Governance section of this study. This proposed administrative alignment wisely places the Dean of Student Affairs on the same level as the Dean of Academic Affairs. Such an administrative alignment would communicate the significance of the Student Development Program as a central element in the creation of a suitable educational environment for the students of Pasco-Hernando Community College. The Student Development Program should represent a resource for the entire college with an emphasis on student learning regardless of whether it is within a formal classroom structure. Student services should not be cast in a role of services ancillary to the classroom.

SUMMARY

The purpose of this paper has been to present a philosophical framework appropriate in the context of the concept of the community college and the purposes of the office of student development. The specific philosophy and objectives determined by the staff of Pasco-Hernando Community College should be humanistic and future-oriented.

An additional purpose has been to suggest functions of a student development office. Those appropriate for Pasco-Hernando Community College can only be determined by the staff in light of objectives, available personnel, facilities, and financial resources. However, the counseling function is viewed as the most important in the establishment of a relevant, humanistic educational environment which meets individual needs and achieves desired changes in student behavior.

Contemporary emphasis is placed on universal educational opportunity and a personalized educational process. The student development staff can provide leadership in this direction.

VII

FINANCING COLLEGE OPERATIONS

The purpose of this chapter is to present guidelines for the financial development of the college, to project immediate and long range financial requirements for college operations and to estimate available income for a ten-year period.

PLANNING GUIDELINES

Decisions regarding financial matters are most often frustrated because of uncertainty and doubt regarding the potential availability of funds. Furthermore, the inability to plan for programs beyond a single year have mitigated against the kind of planning that can be most supportive of the program of the college. The recent move towards more detailed cost analysis and the allocation of funds by the state on a cost per FTE by course basis has made financial planning more meaningful.

To be most effective financial planning should be based on guidelines that are sound. A set of guidelines that should be considered are as follows:

1. Funding should be provided for the support of programs and students on a current basis. College operations must have available those funds required to support the students who are enrolled in the programs of the college on a current basis. Otherwise, the lack of funds will contribute to a lag in program effectiveness.
2. The financial plan must allow the college to provide programs and services at low cost to students. The purpose of the community college is to make education more accessible to post-high school youth and adults. This "low cost"

principle has been well documented on theoretical grounds; however, the thrust of this guideline is that excessive fees can exclude from the benefits of the college those who most need the college's services.

3. The financial support plan must provide a comprehensive education and service program to meet a wide diversity of student needs regardless of differences in instructional costs. College programs traditionally have been oriented to college parallel curricula. Such curricula cost less to offer than occupational or technical programs. Because of these differences the tendency has been to offer college parallel programs and ignore the more costly specialized curricula. Financial planning must recognize these differences and provide for the cost differences so that all needed programs can be offered.

4. Fiscal support policies must provide for cost differentials among various sizes of institutions. The larger the institution, the more efficient it can be in utilizing faculty and other resources. More effective resource use generally generates less cost per student; therefore, a large institution will generate less cost per student than a small one. The principle of equity would require the allocation of funds based on institution size.

5. Financial planning must respond to program needs and established educational priorities. Decision-making in fiscal planning should be based on educational programs that are needed to implement college goals and objectives. Systematic educational planning should provide relevant information for fiscal planning. Furthermore, prior-

ities should be established on the basis of educational reasons rather than fiscal ones.

6. The financial support plan should stimulate the full utilization of local human and physical resource in the development and operation of the college. Many community agencies have goals that are consonant with and supportive of those of the college. Thus, the college should be expected to work in close cooperation with local institutions and agencies so as to use available human and physical resources to improve the effectiveness of the college in serving the community.

SOURCES OF FUNDS

Pasco-Hernando Community College is supported financially by funds received from the State Board of Education, student fees, the Federal government, and miscellaneous sources. State funds constitute the major source of support for both general operations and capital outlay.

In the determination of state allocations the State Board of Education makes an annual legislative request based on analyses of costs of courses and disciplines on a statewide average of costs per FTE and projected FTE production for the fiscal year. The formula recognizes cost differences between courses and disciplines in transfer, occupational and vocational, compensatory and community service areas. Cost differentials are also provided by size-groupings of colleges. In calculating the unit cost by discipline actual expenditures are included for teaching salaries; departmental costs for administration, supplies, and equipment; other organizational units exercising responsibility for the department; college wide costs; and plant and maintenance costs.

Student fees are likewise a source of funds. Pasco-Hernando fees for the

1972-73 fiscal year were:

	Florida Residents	Non-Florida Residents
Full-Time Students	$124.50	$324.00
Part-Time Students (Per credit hour)	10.00	35.00

A substantial amount of revenue can be generated from this source. However, a conscious effort should be made to keep student fees as low as possible.

Data were not immediately available for the current year (1972-73) on fees at other community colleges. Data available for fiscal year 1970-71 for other colleges around the state showed Tallahassee Junior College with a fee of $70 for a full-time student and Lake-Sumter with $125 for a full-time student. The current rate at Pasco-Hernando appears to be in line with practices in the immediate surrounds.

PROJECTED OPERATING BUDGET

The enrollment potential projected for Pasco-Hernando Community College by 1982-83 is a total of 5200 FTE students. Table 7.1 presents estimates of the total General Operating Budget of the College by years from 1973-74 through 1982-83. The projected cost per average FTE by years includes an annual increase in cost of five per cent to compensate for economic growth. It will be noted that by 1982-83 a general operating budget of more than ten million dollars is projected.

ESTIMATED INCOME

Estimates of income by source for the general operating budget by years from 1973-74 through 1982-83 are presented in Table 7.2. Estimated income from State sources does not include funds for physical plant construction and debt service. In developing this table, it has been assumed that the ratio of tuition and fee income of total income will remain fairly constant through the years.

Table 7.3 sets forth the State allo-

TABLE 7.1

Projected General Operating Budget
1973-1983
Pasco-Hernando Community College

Year	Projected F.T.E.	Projected Per F.T.E. Cost	Projected General Current Budget
1973-74	766	$ 1309	$ 1,003,300
1974-75	949	1375	1,304,875
1975-76	1230	1443	1,774,890
1976-77	1628	1515	2,466,420
1977-78	2059	1590	3,274,710
1978-79	2817	1670	4,704,390
1979-80	3455	1753	6,055,615
1980-81	4139	1840	7,615,760
1981-82	4700	1932	9,090,400
1982-83	5200	2028	10,545,600

TABLE 7.2

Estimate of Income by Source for General Operating Budget
1973-1983
Pasco-Hernando Community College

Year	F.T.E. Students	State Funds[a]	Tuition and Fees	Miscella-neous	Total
1973-74	766	825,762	177,125	413	1,003,300
1974-75	949	1,054,275	250,000	600	1,304,875
1975-76	1230	1,437,090	337,000	800	1,774,890
1976-77	1628	1,997,420	468,000	1000	2,466,420
1977-78	2059	2,618,510	655,000	1200	3,274,710
1978-79	2817	3,762,590	940,000	1800	4,704,390
1979-80	3455	4,843,215	1,210,000	2400	6,055,615
1980-81	4139	6,092,760	1,520,000	3000	7,615,760
1981-82	4700	7,260,800	1,816,000	3600	9,080,400
1982-83	5200	8,441,600	2,100,000	4000	10,545,600

[a]Exclusive of appreciations for Capital Outlay and debt service.

TABLE 7.3

State Allocation Calculations by Discipline
Pasco-Hernando Community College

Field of Study	Cost Level	1973-74 State Cost/FTE Stu.	1973-74 FTE Students	1973-74 State Allocation
Agriculture and Natural Resources	.8	$ 905.40	0.00	$ 0.00
Architecture and Engr.	1.7	1,923,98	0.00	0.00
Area Studies	1.0	1,923,98	0.00	0.00
Biological Studies	.9	1,018,58	35.73	36,393.68
Business Management	1.1	1,244.93	0.00	0.00
Communications	1.3	1,471.28	0.00	0.00
Computer and Info. Serv.	.9	1,018.58	0.00	0.00
Education	1.1	1,244.93	35.75	44,506.07
Engineering	1.7	1,923.98	0.00	0.00
Fine and Applied Arts	1.0	1,131.75	20.43	23,121.65
Foreign Languages	1.3	1,471.28	0.00	0.00
Health Professions	1.0	1,131.75	0.00	0.00
Home Economics	1.0	1,131.75	0.00	0.00
Law	.8	905.40	0.00	0.00
Letters	1.0	1,131.75	86.81	98,247.22
Library Science	.9	1,018.58	0.00	0.00
Mathematics	1.0	1,131.75	66.39	75,136.88
Military Science	1.0	1,131.75	0.00	0.00

TABLE 7.3 (Continued)

Field of Study	Cost Level	1973-74 State Cost/FTE Stu.	1973-74 FTE Students	1973-74 State Allocation
Physical Science	1.0	$ 1,131.75	30.64	$ 34,676.82
Psychology	.9	1,018.58	66.39	67,623.19
Public Affairs	.9	1,018.58	0.00	0.00
Social Sciences	.8	905.40	97.03	87,850.96
Interdiscip. Studies	1.2	1,358.10	0.00	0.00
TOTAL ADV. AND PROF.		1,064.64	439.17	467,556.47
Agriculture	1.1	1,244.93	10.21	12,710.68
Distributive	1.0	1,131.75	142.99	161,828.93
Health	1.7	1,923.98	20.43	39,306.81
Home Economics	.9	1,018.58	10.21	10,399.65
Office	1.0	1,131.75	81.71	92,475.29
Trade and Industrial	1.1	1,244.93	20.43	25,433.82
Technical	1.4	1,584.45	25.53	40,451.01
TOTAL OCCUPATIONAL		1,228.23	311.51	382,606.19
Post High School	.9	1,018.58	5.11	5,204.92
Elementary and Secondary	.9	1,018.58	0.00	0.00
TOTAL DEVELOPMENTAL		1,018.58	5.11	5,204.92

TABLE 7.3 (Continued)

Field of Study	Cost Level	1973-74 State Cost/FTE Stu.	1973-74 FTE Students	1973-74 State Allocation
Citizenship	1.0	1,131.75	0.00	0.00
Enrichment and Avocat.	1.2	1,358.10	10.21	13,866.20
TOTAL COMM. INSTR. SERV.		1,358,10	10.21	13,866.20
GRAND TOTAL		$ 1,134.77	766.00	$ 869,233.78
Less Projected Legislative Reduction				44,233.78
TOTAL PROJECTED				825,000.00

cation calculations for Pasco-Hernando Community College for the 1973-74 fiscal year. In reading the table it will be noted that the state-wide average cost per FTE student in Biological Studies is $1,018.58. When this sum is multiplied by 35.73 FTE students, a total of $36,393.68 is obtained. This figure represents the state allocation cost for Biological Studies at the college. The sum of all discipline cost allocations represents the state allocation needed by the college for the fiscal year.

VIII

PROJECTIONS AND GUIDELINES FOR FACILITIES DEVELOPMENT

INTRODUCTION

The general direction for the development of a multi-unit college system has been set by the Board of Trustees. The Board's Statement of Philosophy and its resolution of commitment indicate its intent to pursue the development of some form of a multi-unit college. This intent is further validated by the structure of the organization used to implement the college's current program.

The purposes of this chapter are:

1. To examine the critical factors affecting the decision to establish a multi-unit college system and to recommend an appropriate pattern.
2. To project facilities needs for permanent construction at proposed sites for the multi-unit system.

PROPOSALS FOR THE ESTABLISHMENT OF A MULTI-UNIT COLLEGE SYSTEM

A Developmental Concept

Several models of the multi-unit college have been identified first, by Jensen in 1965 and by Jones in 1968. Jones described four models which included: the one college, branch centers model; the one college, multi-campus model; the multi-campus, district model; and the multi-college model (Jones, 1968, p. 26). According to Jones, the "one college, branch centers model" is best described as one college providing leadership and services from a main campus or central office through operating branch centers that are extensions of the parent organization. The "one college, multi-campus model" was described as two or more campuses operated as a single institution under central leadership

and control. The "multi-campus, district model" is similar to the "one-college, multi-campus model" but different in that each campus has greater autonomy, is more self supporting and operates with minimum control by the central administration. The "multi-college, district model" operates separate, autonomous college units under a loosely coordinated district organization.

A number of leaders in the community college field support the concept that institutions evolve through developmental phases that correspond roughly to a continuum of models as discussed in the foregoing paragraph. When a college is first opened and is small, strong centralized control is desirable; however, as the college develops a multi-campus operation and grows larger and stronger, more autonomy and less control is needed for each component of the system.

Proposed Multi-Unit System

Several factors are critical to an assessment of the potential developmental pattern of the Pasco-Hernando Community College. The more critical factors are:

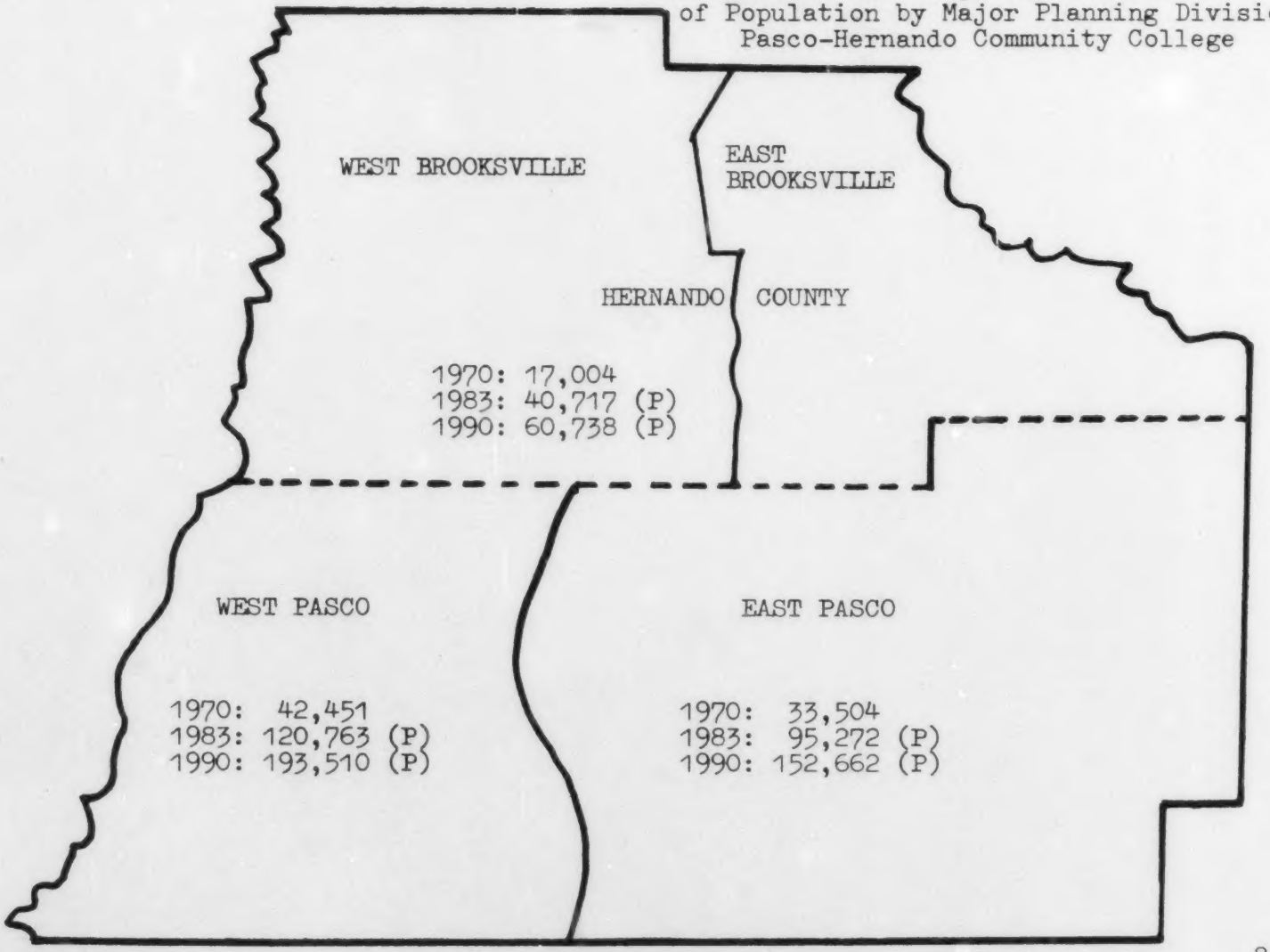
1. The location and distribution of the population to be served.
2. The long range enrollment potential of the college.
3. Accessibility of students to college services.
4. The location of projected high school populations.
5. The location of other community colleges in the surrounding area.
6. The optimum size of a community college.

Population To Be Served

Chapter II of this Report described the characteristics of the population of Pasco-Hernando Counties. Figure 8.1 displays data taken from the 1970 Census and projected data for the years 1983 and 1990. The population of the West Pasco planning division was 42,451 in 1970 and is expected to nearly triple by 1983. The western division has been the most rapidly growing section of the two county area.

FIGURE 8.1

Current and Projected Distribution
of Population by Major Planning Division
Pasco-Hernando Community College



The East Pasco planning division had 33,504 people in 1970. This area is expected to more than double by 1983. Population has concentrated around the urban areas of Dade City and Zephyrhills.

Hernando County is the third planning division. The population is expected to increase by two and one-half times by 1983 and by three and one-half times by 1990. Furthermore, the population of the Western sector is expected to remain about twice that of the Eastern sector.

Available data from population estimates made in this Study and from other sources indicated that growth has followed the major highways such as U.S. Highways 19 and 301 with limited developments along U.S. Highway 41. Similarly growth is occurring in close proximity to the interchanges of Interstate 75. The result seems to be an advanced form of corridor development in which residential subdivisions support strip commercial developments along the major highways. The most rapid growth appears to be taking place in the extreme Western and Eastern corridors along U.S. 19 and U.S. 301.

Long Range Enrollment

Potential student enrollments for the two county areas were included in Chapter III. Selected data are displayed in Figure 8.2 to show the anticipated distribution by planning area. These data indicate that by 1982-83, Pasco-Hernando Community College could easily support two campuses of 2500 students each with one located in the Eastern sector and one in the Western part of Pasco County.

Accessibility of Students To College Services

Pasco-Hernando Community College serves now and will continue to serve commuting students from all parts of its service area. Roads and highways provide the means of physical access to locations chosen as sites for the community college.

Figure 8.3 displays major thoroughfares and highways in the two county area. Also shown is the projected extensions of U.S. Highway 19 and Interstate 75.

There are four major north-south

FIGURE 8.2

Distribution of Projected Full-Time Equivalent
Students by Major Planning Division
Pasco-Hernando Community College
For the Years: 1977-78 and 1982-83

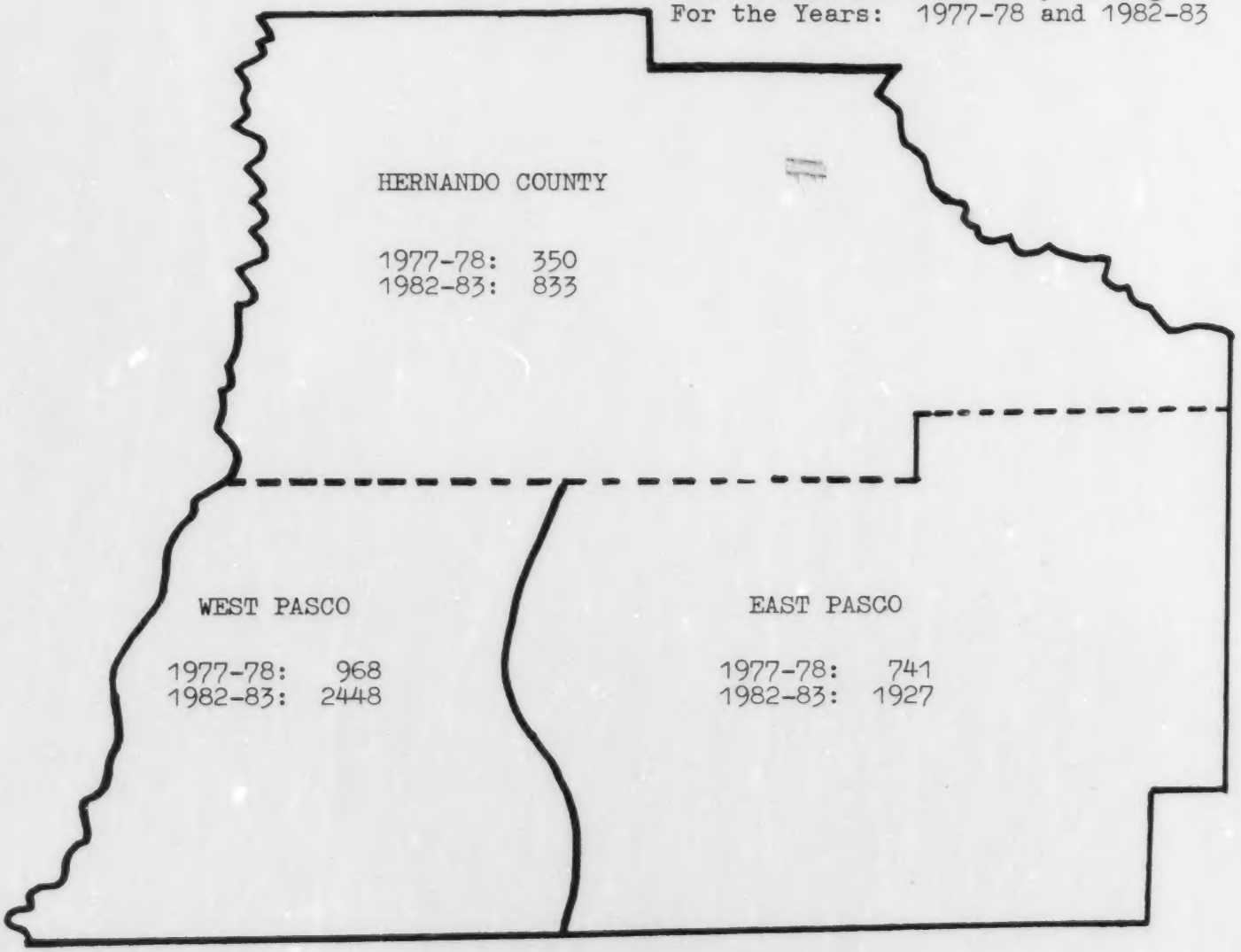


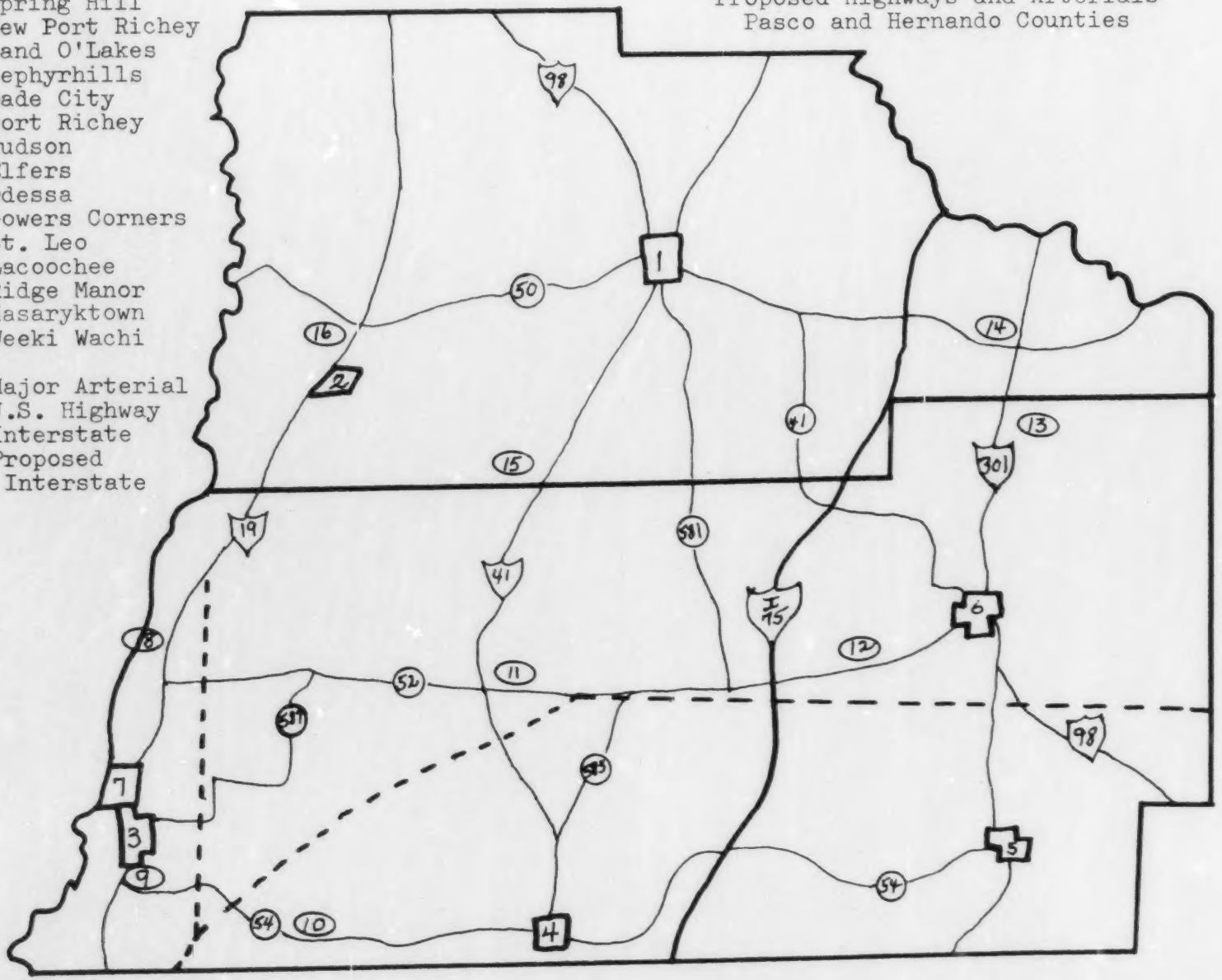
FIGURE 8.3

Major Existing and
Proposed Highways and Arterials
Pasco and Hernando Counties

Legend

1. Brooksville
2. Spring Hill
3. New Port Richey
4. Land O'Lakes
5. Zephyrhills
6. Dade City
7. Port Richey
8. Hudson
9. Elfers
10. Odessa
11. Gowers Corners
12. St. Leo
13. Lacoochee
14. Ridge Manor
15. Masaryktown
16. Weeki Wachi

Major Arterial
U.S. Highway
Interstate
Proposed Interstate



arterials which include: U.S. Highway 301, U.S. Highway 41, U.S. Highway 19 and Interstate 75. U.S. 301 is a north-south highway running through the east sides of Pasco and Hernando counties and provides easy access between Dade City, Zephyrhills and Lacoochee. U.S. 41 is likewise a north-south highway running through the center of Pasco and Hernando Counties connecting Land O'Lakes and Brooksville. U.S. 19 is the main arterial serving the Gulf Coast and the Western side of Pasco and Hernando Counties connecting New Port Richey, Port Richey in Pasco County and Weeki Wachi in Hernando County. Interstate 75 runs north-south through the central part of Pasco County and the eastern part of Hernando located to the West of U.S. 301 connecting the Tampa metropolitan area to areas north and beyond Pasco and Hernando Counties.

There are three east-west arterials of significance to this problem. These are State Highways 54, 52 and 50. State 54 extends across Pasco County near its southern boundary serving Zephyrhills, Land O'Lakes and several other smaller urban areas and connecting with U.S. 19. State 52 is perhaps the most important east-west arterial in Pasco County extending from Dade City through St. Leo, San Antonio, Gower's Corners to Hudson and connects all major north-south arterials. State 50 runs from the Gulf Coast near Bayport across the central portion of Hernando County connects Weeki Wachi, Brooksville with the Withlacoochee State Forest at the Sumter County line.

Proposals have been made to locate an Alternate arterial across Pasco County. It would commence at existing U.S. 19 above Hudson and run parallel to and about three miles east of U.S. 19 and connect the proposed Alternate U.S. 75 near Elfers in the Southwest section of Pasco County. A further proposal would provide an expressway which would cross Pasco County extending from proposed Alternate U.S. 19 near Elfers, run northeast to Gower's Corners, interchange with I-75 near St. Leo and continue east to interchange with U.S. 301 south of

Dade City and continue toward Orlando.

The full development of the highway system outlined for the two-county area would provide reasonably good physical access to most sections of the two-county area. The major points of convergence appear to be New Port Richey, Dade City and to a lesser extent Brooksville. The western part of Hernando County appears to be less accessible than other sections of the two-county area. This area appears to be most accessible via U.S. 19 and proposed Alternate U.S. 19 to the Port Richey and New Port Richey area and the Brooksville area.

Location of Existing and Proposed High Schools

Another factor of significance is the number and distribution of high schools planned to serve students of secondary school age. It is assumed that those who attend high school are at least potential community college students. Figure 8.4 shows the approximate locations of existing and proposed high school centers and their projected membership for 1976-77 (SDE, School Plant Survey, 1971). The projected membership for Pasco County reflects the data for the general population. The greatest concentration of potential students is on the West side of the county. Depending upon how the membership in Hernando is divided will determine the potential. Assuming a division according to population distribution, the largest number would be located in the western sector of Hernando County.

Location of Other Community Colleges

The location of new sites for community colleges should be accomplished in relation to an overall master plan for the region and state. This Study has examined the location of other public community colleges with the consideration that service areas should not overlap and that there should be an adequate number of centers planned to serve the future potential of students in the area. Figure 8.5 displays the location of community colleges in adjoining counties. The existing site near Dade City was needed to service the eastern and

FIGURE 8.4

Location of Existing and
Proposed High Schools and Projected Membership
1976-77

LEGEND

A. Pasco Comprehensive High School
B. Zephyrhills High School
C. Gulf Comprehensive High School
D. Proposed Junior-Senior High School
E. Proposed Senior High School
F. Hernando High School

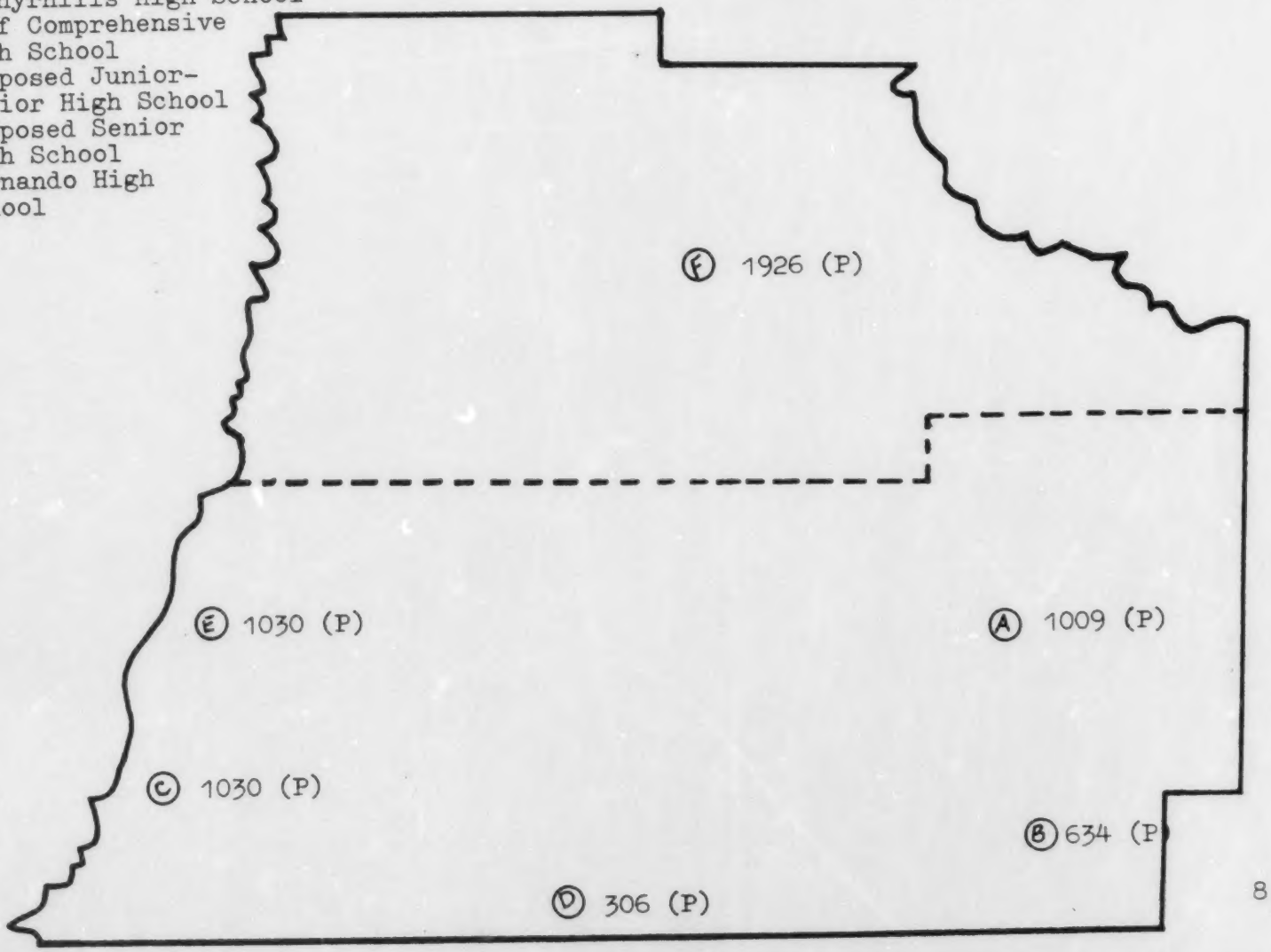


FIGURE 8.5

Existing and Proposed
Community and Junior College Sites
Pasco-Hernando Community College

LEGEND

1. Central Florida Junior College
2. Lake Sumter Community College
3. Valencia Junior College
4. Polk Community College
5. Hillsborough Community College
6. St. Petersburg Junior College
7. Clearwater Campus-St. Petersburg Junior College
8. Pasco-Hernando Community College
9. Proposed Center St. Petersburg Junior College

[ ] Proposed Centers Pasco-Hernando Community College

central corridor of Pasco County and the eastern section of Hernando. It is off-center and generally removed from the Western sectors of both Pasco and Hernando Counties. A projected long range plan should make provision for serving the Western sectors of Pasco and Hernando Counties. These centers are indicated on the Figures.

Optimum Size of
A Community College

The optimum size of a community college has been widely considered and discussed. Eberle suggested that 1500 FTE students was an optimum figure (Eberle, 1952). The Washington State Board of Education set 2500 FTE as a preferable size except for metropolitan areas in 1965 (Washington SBE, 1965, p. 15). Jensen found in a series of interviews with junior college administrators that the majority agreed that 3500 to 4500 was an optimum size for a comprehensive junior college (Jensen, 1965, p. 7).

The position of the consultants is that it is not possible to fix an enrollment capacity that is unalterably applicable to all situations. A number of factors must be weighed before fixing a hard and fast size for all situations. A set of general guidelines that may be applied to existing situations should produce acceptable results. Some suggested guidelines include:

1. The college should be large enough to provide a comprehensive instructional program to fulfill the needs of the students it purports to serve. Experience indicates that a college of approximately 2500 FTE can accomplish this goal.
2. The program of the college must be both economically and geographically accessible if equality of educational opportunity at the post-high school level is to be accomplished. This could mean a college campus or center within 20 minutes reach of 85 percent of the students served. There must be a balance of three essential factors - the time-distance factor,

low cost to students and program availability. Centers may serve the function of providing greater accessibility of programs.

3. The college enrollment should be large enough to effectively utilize its physical and human resources. This principle suggests duplication may be prohibitive when establishing small college units. Achieving efficiency and economy does not necessarily mean that all functions have to be housed at a central location.

A Proposed Multi-Unit College System

The plan conceptualized as a result of this Study suggests three major developmental phases. These are not intended to be absolute and discrete but as developmental and transitional stages in which the college moves toward more mature stages of development.

Phase I. The college is currently operating in its first phase. The plan would require that it operate as a single institution and establish centers wherever adequate demand exists to support the program. The centers should be temporary in the beginning and be housed in temporary but adequate facilities. The main campus and operating centers in the West Pasco and Brooksville areas should form the nucleus of this plan. Other satellite centers should be organized in urbanized developments and should serve specific functions. Figure 8.6 displays this basic concept.

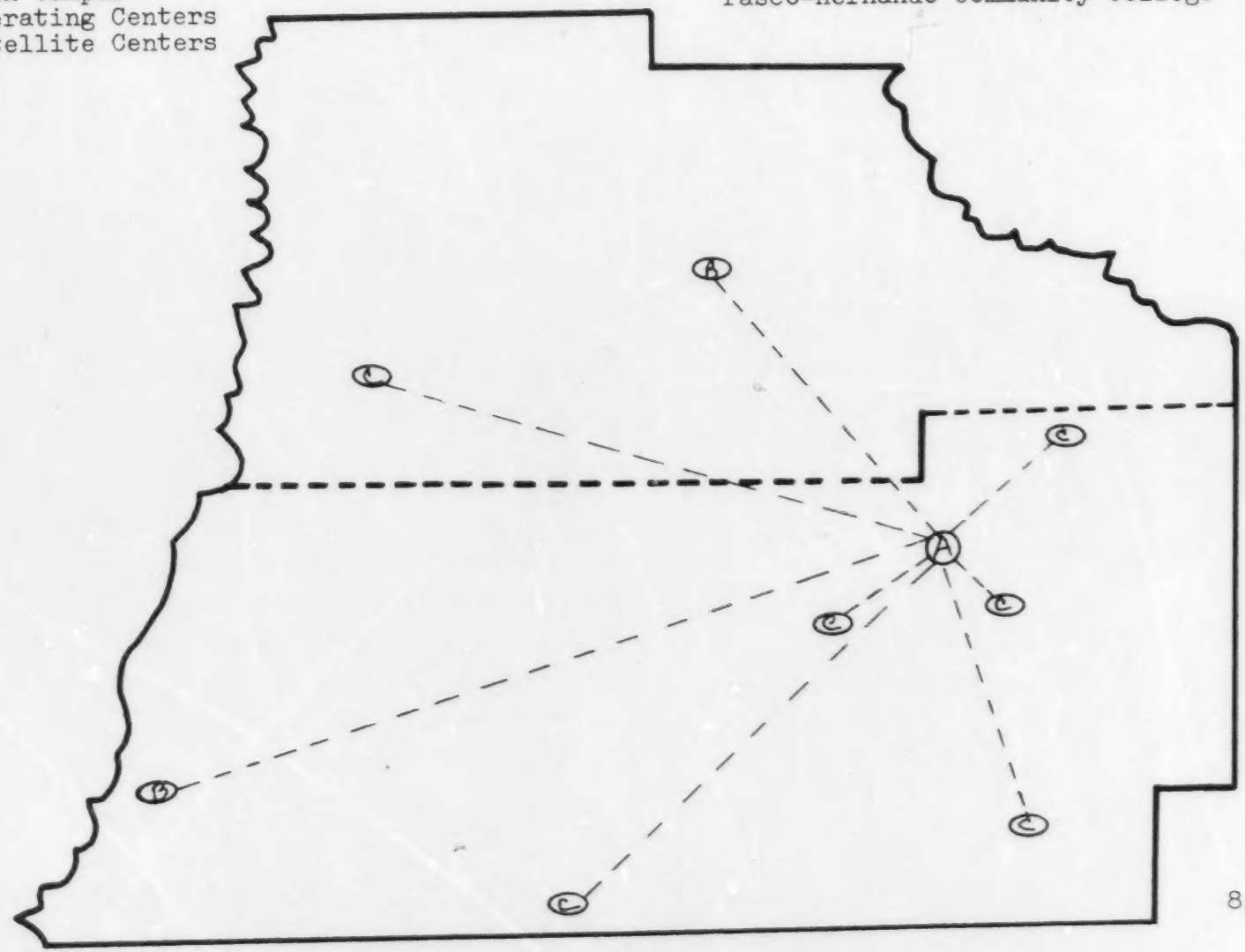
Phase II. The second major phase of development should involve the development of a second campus in the Western sector of Pasco County. This phase should be conceptualized as the Multi-Campus, District Model. Two campuses with a large degree of autonomy and control should exist. An "operating center" should continue to operate in the Brooksville area. Satellite centers should also be operated as a part of the program of each campus. At this stage, an administrative unit should be

FIGURE 8.6

Graphic Display of One College
Branch Centers Model
Phase I Development
Pasco-Hernando Community College

LEGEND

A. Main Campus
B. Operating Centers
C. Satellite Centers



established which is separate and distinct from either campus. It is estimated that this phase should be reached around the year 1980. Figure 8.7 portrays the concept of this plan.

Phase III. Phase III should be reached at some time between 1990 and the year 2000 at which time a third campus should be placed into operation. This should bring to full development a three campus plan with each operating satellite centers to reach their potential clientele. Figure 8.8 depicts the long range development plan as described.

GUIDELINES AND PROJECTIONS OF FACILITIES NEEDS AND COSTS

The remainder of this section of the report is concerned with the projection of facilities needs and an estimate of costs of the projected facilities program.

Facilities Projections

Projections of facilities needs are based on the enrollment of projections included in Chapter III, the program of instruction model in Chapter IV and the plan for development outlined in the first section of this chapter. Projections are made of the number and type of instructional rooms for each proposed campus and for total space needs.

Classroom and Laboratory Needs

The following assumptions were used in the calculation of the number and types of classrooms and laboratories for each campus:

1. The student clock hour is assumed to be the most reliable index of instructional room need.
2. A full-time student in credit and technical programs will generate 16 hours of instruction per week.
3. Classrooms will receive 35 hours of use per week at 65 percent utilization.
4. Laboratories will receive 35 hours of use per week at 50 percent utilization.
5. Classes in credit courses will range in size from 24 to 30 students

FIGURE 8.7

Graphic Display of Multi-Campus, District Model
Phase II Development
Pasco-Hernando Community College

LEGEND

A. Campus
B. Operating Center
C. Satellite Centers
D. Central Administration

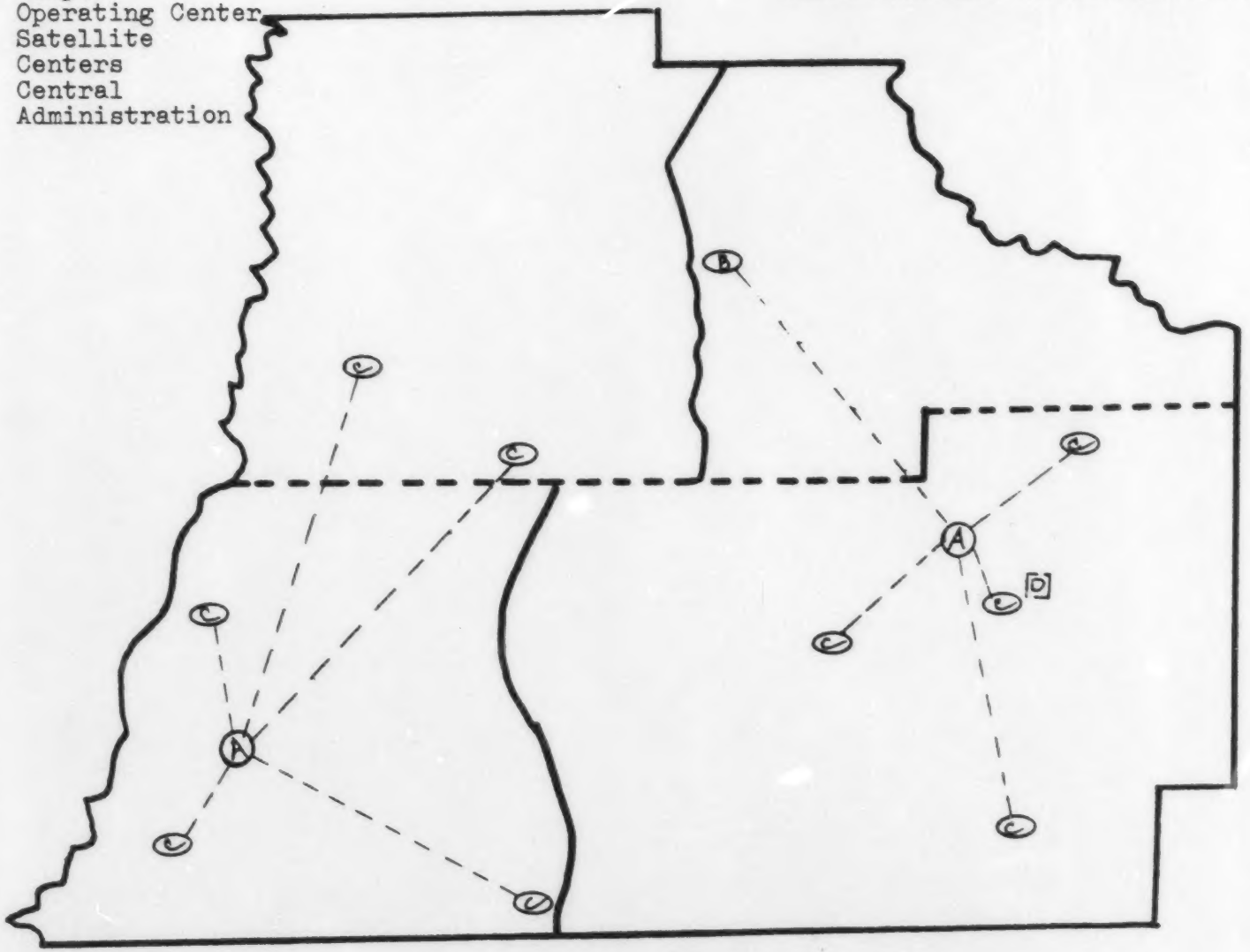
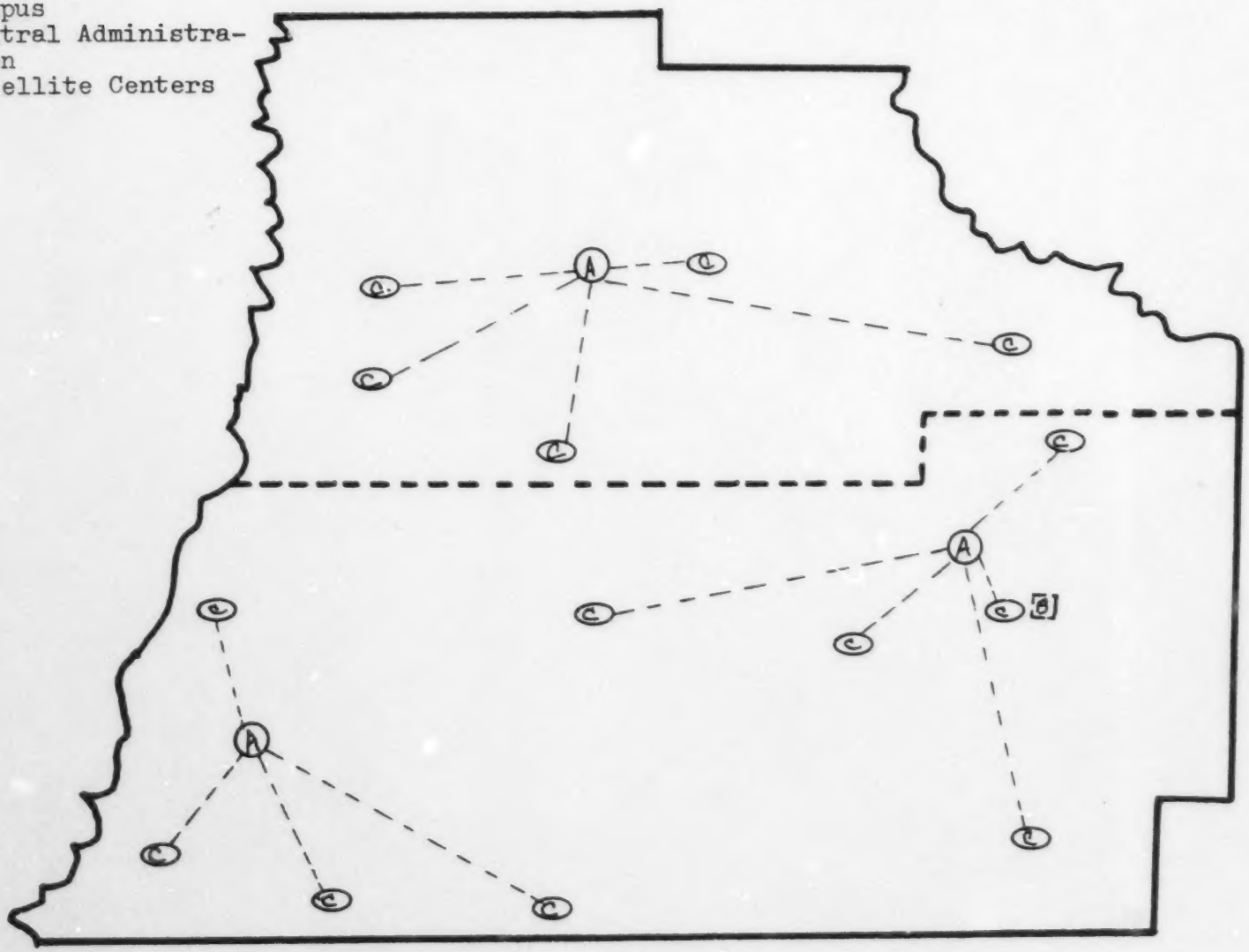


FIGURE 8.8

Long Range Development Plan
Pasco-Hernando Community College

LEGEND

A. Campus
B. Central Administration
C. Satellite Centers



and classes in vocational and technical courses will range in size from 20 to 24 students. The estimated number of classrooms and laboratories for the number of students projected in 1982-83 for the two proposed campuses and the operating center are shown in Table 8.1.

Calculations indicate that by 1982-83 the East Pasco Campus will require 35 classrooms and 22 laboratories and shops plus support and auxilliary facilities to house 2,000 FTE students. The West Pasco Campus will require 50 classrooms and 25 laboratories and shops plus support and auxilliary facilities to house 2,500 FTE students.

By 1982-83, a full operating center should be established in Hernando County with facilities to house 800 FTE students. This center should be composed largely of classroom and a minimum number of laboratories to serve academic day students and a large afternoon and evening continuing education and community service program for adults. This center should be planned as a campus of equal status to East and West Pasco after 1990. By 1982-83, this center should include approximately 21 classrooms and 10 laboratories plus a minimum of support and auxilliary facilities for 800 FTE students.

The campuses for East and West Pasco should be planned for expansion well beyond the numbers projected for 1982-83. The West Pasco campus could conceivably exceed the projected enrollment for 1990 as outlined in Chapter III. Thus, the planning for both the East and West Pasco campuses should incorporate the capacity for expansion in anticipation of continued growth and development for the forseeable future. Likewise the Hernando Center should be planned for expansion into a full fledged campus at some future date.

Estimate of Total Space Needs

Space needs to meet total program requirements will include space for administration, student services, student center, instructional materials and resources,

TABLE 8.1

Number and Types of Instructional Rooms and Laboratories
Needed for the Enrollment Potential Projected for
Two Campuses and One Operating Center in 1982-83
Pasco-Hernando Community College

Major Subject Fields	Average Class Size	East Pasco Campus 2000 FTE			WEST Pasco Campus 2500 FTE			Hernando Center 800 FTE		
		Cl.Hrs/ Wk.	Number of Class Rooms	Labs	Cl.Hrs/ Wk.	Number of Class Rooms	Labs	Cl.Hrs/ Wk.	Number of Class Rooms	Labs
Agriculture	24	13.3	0.38	0	16.7	.48	0	5.3	0.15	0
Architecture	30	10.7	0.31	0	13.3	0.38	0	4.3	0.12	0
Biological Sci.	30	50.1	.71	.71	62.7	1.00	1.0	20.0	0	0.57
Bus. and Mg't.	24	106.7	3.04	0	133.3	3.80	0	42.7	1.22	0
Communication	24	186.7	5.33	0	233.3	6.70	0	116.7	3.33	0
Education	24	13.3	0.38	0	16.7	0.48	0	5.4	0.15	0
Engineering	24	13.3	0.38	0	16.7	0.48	0	5.4	0.15	0
Fine Arts	24	46.7	0	1.3	58.3	0	1.67	18.7	0	.53
Foreign Lang.	30	14.9	0.43	0	18.7	0.53	0	6.0	0.17	0
Law	30	10.7	0.31	0	13.3	0.38	0	4.3	0.12	0
Mathematics	24	80.0	2.28	0	100.0	2.86	0	32.0	1.00	0
Physical Edu.	30	23.4	0.67	0	29.3	0.84	0	9.4	0.27	0
Physical Sci.	30	69.4	0.66	1.3	86.7	1.48	1.0	27.7	0	0.79
Psychology	30	21.4	0.61	0	26.7	0.76	0	8.5	0.24	0
Social Sci.	30	128.0	3.66	0	160.0	4.57	0	51.2	1.46	0

TABLE 8.1 (Continued)

Major Subject Fields	Average Class Size	East Pasco Campus 2000 FTE			West Pasco Campus 2500 FTE			Hernando Center 800 FTE		
		Cl.Hrs/ Wk.	Number of Class Rooms	Labs	Cl.Hrs/ Wk.	Number of Class Rooms	Labs	Cl.Hrs/ Wk.	Number of Class Rooms	Labs
Agri-Tech	20	16.0	0	0.5	20.0	0	0.57	6.4	0	.02
Office Occup.	24	136.0	0	3.9	170.0	0	4.86	54.4	0	1.55
Trade and Ind.	20	94.4	0	2.7	118.0	0	3.37	37.8	0	1.08
Public Service	24	13.3	0.38	0	13.3	0.38	0	5.3	0.15	0
Technical	20	40.0	0	1.2	50.0	0	1.43	16.0	0	0.46
Community Edu.	30	154.7	4.42	0	193.3	5.52	0	61.9	1.77	0
Totals			22.55	11.0		32.30	12.23		10.30	4.98
Adjusted Totals[a]			35	22		50	25		21	10.0

[a]Adjusted totals reflect the application of utilization factors.

the instructional program and plant management activities. The calculation of space projections have included a comprehensive set of facilities for the two campuses but have excluded selected facilities from the requirements of the operating center for 1982. Once the Hernando Center reaches campus status, comprehensive facilities should be reached. Table 8.2 includes the space projections for the two projected campuses and the Hernando Center.

The "space factor" approach was used as the method for projecting space needs. Space needs for 2,500 FTE students were first determined by the "heuristic method." Calculations were then made to determine the space factor on a "space per FTE" basis for selected facilities components and on a space per "student clock hour of instruction" for most instructional areas. These space factors are displayed in Table 8.2

Capital Outlay Needs in 1982

Cost estimates were made for the projected campuses utilizing the following guidelines:

1. Space projections in Table 8.2 were used as the basis for cost projections.
2. New construction costs were estimated at an average of $28 per square foot (1973 dollars). No attempt was made to adjust costs to account for changes in costs which will take place over the decade.
3. Equipment costs were estimated at 25 percent of construction costs.
4. Costs of central utilities were estimated at 10 percent of construction costs.
5. Costs of site development were estimated at five percent of construction costs.
6. Architect's fees were estimated at six percent of construction costs.
7. Administrative and legal fees were estimated at three percent of total costs.

TABLE 8.2

Projection of Space Requirements
for the Enrollment Potential at Each Campus
and Operating Center in 1980-83
Pasco-Hernando Community College

Type of Space	Space Factor		Space Projections for Enrollment Potential		
	FTE	SCH	East Pasco (2000 FTE)	West Pasco (2500 FTE)	Hernando Center (800 FTE)
General					
Administration Serv.	2.2		4,400	5,500	1,760
Student Pers. Serv.	1.8		3,600	4,350	1,440
Student Act. Center	6.5		13,000	16,350	5,200
Plant Management Serv.	4.0		8,000	9,800	3,200
Instructional					
Agriculture		1.0	320	400	128
Architecture		3.5	1,120	1,400	448
Biological Sci.		2.2	3,380	4,200	1,316
Bus. and Bus. Admin.		4.0	10,240	13,150	4,096
Communications		1.5	7,392	9,220	2,688
Education		1.5	480	600	192
Engineering		1.0	320	400	128
Fine Arts		8.0	8,160	11,150	3,584
Law		1.0	320	400	179
Mathematics		1.0	1,920	2,400	768
Physical Education	a	-	20,000	20,300	2,400

TABLE 8.2 (Continued)

Type of Space	Space Factor FTE	Space Factor SCH	Space Projections for Enrollment Potential: East Pasco (2000 FTE)	West Pasco (2500 FTE)	Hernando Center (800 FTE)
Physical Science		2.7	5,184	6,450	2,074
Psychology		0.5	320	400	128
Social Science		1.3	4,992	6,300	1,997
Occupational Edu.		4.0	26,368	30,850	10,548
Adult and Cont. Edu.		1.0	4,640	5,100	1,856
Instructional Res. Ctr.	8.0	-	16,000	19,900	6,400
Teaching Auditorium	b		12,000	12,000	-
Faculty and Dept. Space	c		14,000	17,600	5,600
Sub-Total Assignable			166,456	198,320	56,130
Sub-Total Non-Assignable (1.43 assignable area)			71,576	85,278	24,136
Total Area			238,032	283,598	80,266

[a]Heuristic Method

[b]Heuristic Method

[c]Est. Faculty x 140 square feet

8. A contingency fee of five percent of construction and other costs was included.
9. Site costs were not included since these may be available at no cost to the college.

Cost projections are displayed in Table 8.3

The long range plan also includes a central office facility to house the president and the members of the central staff of the college. This facility should be on a separate site located away from either campus and should provide for the executive functions discussed in Chapter V. Preliminary estimates indicate that approximately 10,000 square feet are desirable for the central administrative office facilities.

A central maintenance and storage facility will also be needed. A minimum facility would require approximately 8,000 to 10,000 square feet.

Assuming a cost of $28 per square foot for the office facility and $12 per square foot for the maintenance and warehouse facility, an additional $400,000 should be available to construct facilities for the central office and other support functions.

Total capital costs required to complete the program projected to 1982 were estimated to be $27,021,354. This excludes the cost of site purchases. The need at the East Pasco Campus by 1982 should approximate 10.4 million dollars, at the West Pasco Campus approximately 12.7 million dollars, at the Hernando Center approximately 3.5 million and at the central office approximately .4 million dollars. This will require 2.7 million dollars a year for the next ten years to pay for the projected program.

Phasing the Proposed Development Program

Phasing the proposed development program will depend upon several factors:

1. Population growth should occur as anticipated.
2. The enrollment potential must materialize.

TABLE 8.3

Estimated Cost of Projected Facilities
For Proposed Campuses and Centers in 1982
Pasco-Hernando Community College

Item	Proposed Campuses and Operating Center		
	East Pasco (2000 FTE)	West Pasco (2500 FTE)	Hernando Center (800 FTE)
New Construction $28.00	$ 6,665,000	$ 7,941,000	$ 2,250,000
Equipment (@ 25%)	1,666,250	2,223,480	562,500
Architects Fees (6%)	399,900	476,460	135,000
Central Utilities (10%)	666,500	794,100	225,000
Administrative and Legal Fees (3%)	199,950	238,230	67,500
Site Development (5%)	333,250	397,050	112,500
Sub-Totals	$ 9,930,850	$12,070,320	$ 3,352,500
Contingency (5%)	496,543	603,516	167,625
Total Costs	$10,427,393	$12,673,836	$ 3,520,125

3. Programs and services should develop as proposed.
4. Funds should become available as needed.

Assuming that projections prove to be reasonably accurate and that funds become available as needed, the following phases for construction should be considered:

1. Phase I: (1973-1975)
   A. Construct a facility on the East Pasco site to house approximately 750 FTE students.
   B. Acquire a site for a new campus in the West Pasco area.
   C. Operate satellite centers in temporary facilities as needed in appropriate locations in the two-county area.
   D. Plan the construction of facilities to house 900 FTE students on the West Pasco site.
2. Phase II: (1976-1978)
   A. Complete the construction of a facility to house 900 students on the West Pasco site.
   B. Plan the expansion of the East Pasco site to house 1,250 FTE students.
   C. Acquire a site in Hernando County for an operating center.
   D. Plan the expansion of the West Pasco site to house 1,900 FTE students.
3. Phase III: (1979-1981)
   A. Plan the construction of a facility to house 800 FTE students on the proposed center site in Hernando County.
   B. Complete construction of expansion to house 1,250 FTE students on the East Pasco Campus.
   C. Plan the construction of the proposed facility on the East Pasco Campus to house 2,000 FTE students.
   D. Complete construction on the West Pasco site to house

1,900 FTE students.

E. Plan the expansion of the West Pasco Site to house 2,500 FTE students.

4. Phase IV: (1982-1984)

A. Construct facilities for Hernando Center to house 800 FTE students.

B. Complete construction expansion to house 2,000 FTE students on East Pasco Site.

C. Complete expansion of facilities on West Pasco Site to house 2,500 FTE students.

D. Plan for future growth and expansion of sites and additional centers.

IX

SUMMARY

The purpose of this study was to develop a long range educational plan for the future development of the Pasco-Hernando Community College. A generalized plan has been prepared to guide future decision-making concerning programs, services and facilities of the college.

The Pasco-Hernando Community College was founded in 1972 as a comprehensive community college. Its main thrust was to provide youth and adults in Pasco and Hernando Counties a unique experience in education. The objectives of the college include the provision of the following programs:

1. A college transfer program
2. A vocational and technical program
3. A developmental program
4. A continuing education program
5. A community service program
6. A counseling and guidance program.

The Board of Trustees and the Staff of the College were committed to provide courses in all parts of the district wherever they are needed.

COMMUNITY FACTORS

Geographic, social and economic characteristics of both Pasco and Hernando Counties were examined in terms of their relevance to the development of Pasco-Hernando Community College.

The two-county area has an agrarian past but is rapidly being transformed. The massive influx of population along the Gulf Coast and the Eastern corridor which parallels Highway 301 linking Dade City and Zephyrhills with the Tampa area is rapidly changing the character of the area. Fifty-six percent of Pasco County's population in 1970 was located in an area covering one-third of the western part of

the county. East Pasco remained fairly stable during the decade from 1960-1970.

The age distribution for 1970 showed that West Pasco's median age was 62.6 years while Dade City's was 29.0 years and Zephyrhills was 56.7 years. Both Pasco and Hernando Counties have experienced a substantial change in the age distribution of their populations. The data indicate that the populations have an increasing number of older persons.

Projections for the two counties indicate that a substantial increase in population is likely to occur over the next two decades. Pasco County's population will increase to over 346,000 by 1990. West Pasco will have 193,510 and East Pasco 152,662 persons. Hernando County will grow at a slower pace reaching 60,738 by 1990.

ENROLLMENT POTENTIAL

Enrollment projections were made by projecting the number of twelfth graders in the two-county area, estimating the number of high school graduates and using the number of high school graduates as the basis for computing the potential enrollments for 1982-83. Potential enrollments for 1990-1991 were estimated by using the rule that 20 people per 1000 persons in the total population of the area will take at least one course in the community college.

Enrollment projections were made for each of three sections of the two-county area. Projections indicate that the enrollment potential of the college for 1982-83 was 5,208 FTE students. The distribution of students was determined to be as follows:

East Pasco Area - 1,927 FTE Students
West Pasco Area - 2,448 FTE Students
Hernando Area - 833 FTE Students

EDUCATIONAL PROGRAM

The proposed educational program of the college will consist of the following instructional components:

1. College transfer program
2. Vocational and technical program

3. Developmental program
4. A continuing education program
5. A community service program
6. Guidance and counseling services

The college transfer program is to provide a course of study which parallels the first two years of baccalaureat degree programs offered by four year colleges and universities. The college offers the Associate-in-Arts degree upon completion of the first two years of the college transfer program.

An Associate-in-Science degree is offered upon completion of 60 semester hours in a vocational or technical area. The college also offers a certificate program which requires from 15 to 30 semester hours to complete depending the area of concentration. Both programs should be expanded to include other occupational areas such as health related occupations and expansion in the technology areas.

The adult continuing education and community service program extends opportunities to those persons who for one reason or another have left school or for those who desire educational enrichment for self improvement. Other community service activities will include institutes for professionals, personal enrichment classes, and technical services to business and industry.

STUDENT SERVICES

The main thrust of the student services program is to assist in the humanization of the educational process. Student personnel staff members are characterized as student development specialists who should seek desired changes in student behavior and assist students in the attainment of their individual goals.

Student characteristics were examined in light of their impact on the program and services of the college. Studies of the general community college population indicate that many have deficiencies in reading, mathematics, and study skills; many come from a lower economic level than his four-year college counterpart; many have lower educational and occupational

aspirations than senior college students; and the age-distribution pattern is likely to be different.

Pasco-Hernando Community College should provide a full range of functions for its students. Major functions should include:

1. Orientation and Information
2. Appraisal
3. Counseling and Advisement
4. Registration and Regulation
5. Service including Financial Aids and Placement
6. Participation including student government and co-curricular activities.

GOVERNANCE, ORGANIZATION AND ADMINISTRATION

A college is a complex organization of people. The organizational plan should establish role relationships and define the duties and responsibilities that accompany each role. Furthermore, the governance structure should be clearly established and understood by its members and the constituencies it serves.

The legal authority for operation of the college resides with the governing board. While the Board should not be directly involved in decision-making, it should establish a framework for decisioning through carefully developed guidelines and policies which are consistent with the goals and objectives of the college.

Competent administrative personnel are essential to the success of any college. The careful selection of administrators is one of the most important functions performed at a college. Inadequate decision-making can impede the effectiveness of a competent faculty and other personnel.

Organizational charts have been presented that illustrate formal administrative and organizational arrangements of of the college. Systematic implementation is envisioned with some areas of the organizational structure implemented sooner than others. The organizational plans are projected as guidelines to the orderly

development of the governance system.

The extent of autonomy of each component will depend upon the job descriptions of line administrators and their staff. However, more autonomy should accrue to administrators and faculty as they demonstrate their interest and willingness to accept a participative model of governance at both the district and campus levels.

FINANCIAL DEVELOPMENT

The financial development of the college must be planned and conducted within guidelines that are consonant with the goals and objectives of the college. The full development of the college will require a large investment of resources, and those resources that become available should be directed carefully toward the achievement of accepted goals.

In order to avoid the exclusion of those who most need college services, fees must be kept low. The practice of providing for differentiated levels of support for a broad spectrum of programs must be maintained so that the needs of more and more people can be adequately served.

A budget of over a million dollars was projected for the 1973-74 fiscal year. A decade later, budget requirements are expected to exceed 10 million dollars.

CAMPUS DEVELOPMENT

In the early stages, the college will operate under the one college, branch centers model of community college organization. The college will operate a main campus located at the East Pasco site in Dade City and operating centers in Hernando County and in West Pasco.

Additional campuses are to be developed as the enrollment potential materializes. After consideration of population growth and distribution, highway development, location of high schools and other community college led to the conclusion that at least three campuses should be in operation by the year 2000. A site will

be needed in the West Pasco County area and still another in Hernando County.

The ultimate plan of campus organization is suggested as the Multi-Campus, District Model. Each campus will operate as semi-antonomous units under a loosely coordinated district organization exercising minimum control. During the period between the opening of the first campus and the realization of the ultimate plan, the college should stage the development by opening operating centers in the ultimate campus locations and maintaining satellite centers wherever the demand will support a program.

By 1982-83, two campuses and an operating center should be organized and in operation. The cost of facilities for this development will approximate 27 million dollars. For the 2000 FTE students projected for the East Pasco Campus 10.4 million dollars will be needed. To develop the West Pasco Campus for 2500 FTE students 12.7 million dollars will be needed. An additional 3.5 million dollars will be needed to develop the Hernando Center for 800 FTE students. An annual outlay of approximately 2.7 million dollars for the next ten years will be needed to complete the program. These are unadjusted 1973 dollars.

The proposals outlined herein constitute a large undertaking. Management of this program will require the most careful planning for both the funding and construction of the projected development plan.

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 27 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION